DOCUMENT RESUME

ED 063 543 CG 007 144

AUTHOR	Weinstein, Gerald; And Others
TITLE	Youth Tutoring Youth: A Manual for Trainers; For the Tutor; Tutoring Tricks and Tips; You're the Tutor.
INSTITUTION	Massachusetts Univ., Amherst. School of Education.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C.
PUB DATE	May 70
GRANT	OEG-0-9-187018-3666(725)
NOTE	387p.
EDRS PRICE	MF-$0.65 HC-$13.16
DESCRIPTORS	*Cross Age Teaching; Educational Programs; *Instructional Materials; Junior High School Students; *Low Achievers; *Program Content; *Self Concept; Self Esteem; Tutoring

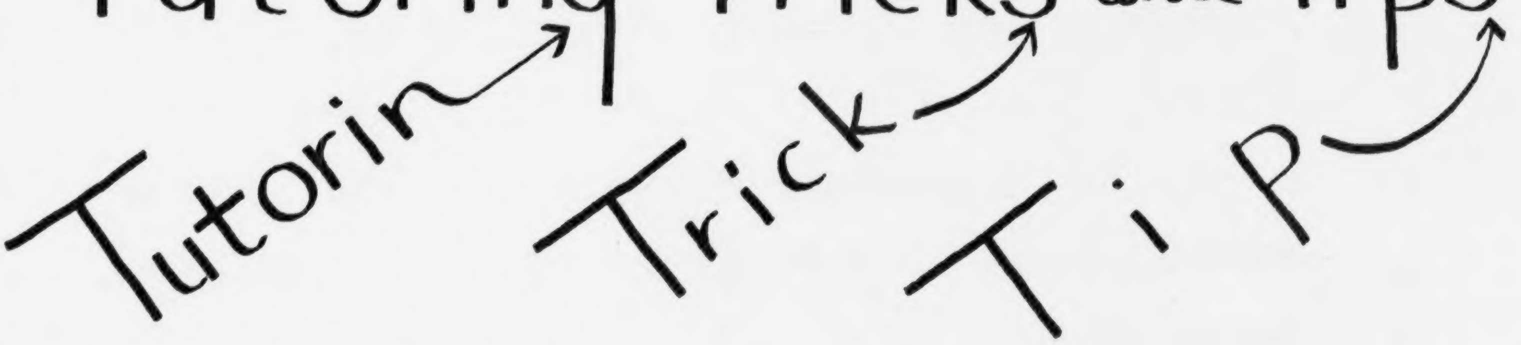
ABSTRACT

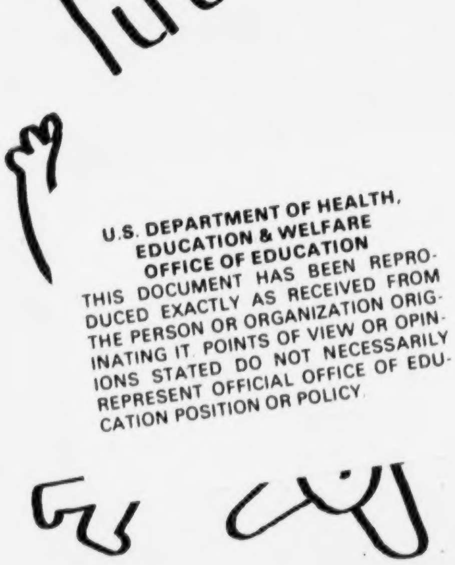
Youth Tutoring Youth is a cross-age tutoring program which emphasizes both academic and interpersonal elements. A training manual and three booklets for the tutor are included. (A supervisor's manual was processed into the ERIC system earlier under number ED 034 247). The program is geared toward the development of positive self concepts by both tutor and tutee. Many of the training materials focus on the "self" as content. The trainer's manual presents detailed plans for the first few weeks of a tutor-training program, while the tutor booklets are filled with tips, suggested activities, etc., which are intended to facilitate successful tutor-tutee relationships. (TL)

CG 007 144

ED 063543

Tutoring Tricks and Tips



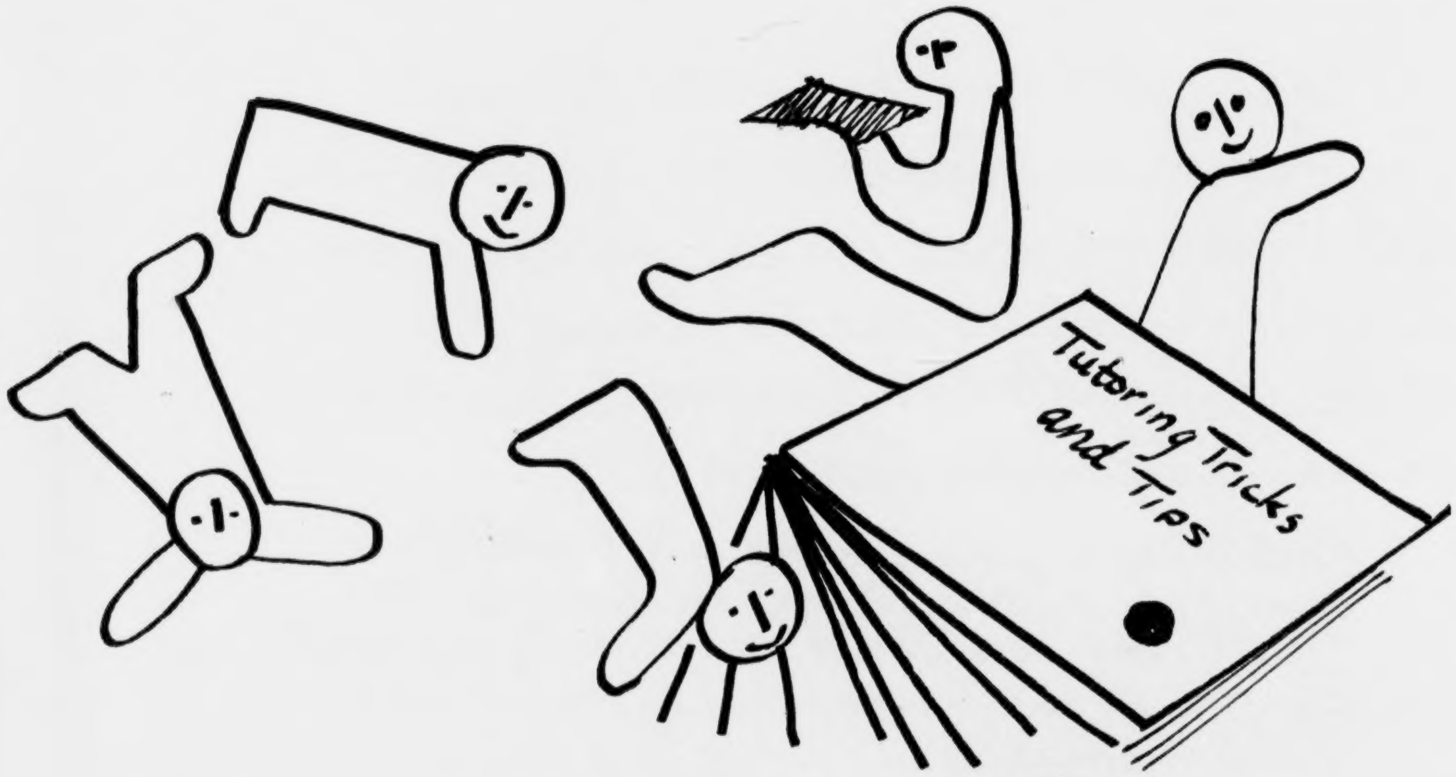


U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

CG 007 144

Prepared by the National Commission on Resources for Youth, Inc., 36 W. 44th. Street, New York City, 10036, a non-profit organization sustained by funds from private foundations, corporations, and government agencies.

These materials were developed persuant to a grant from the U.S. Office of Education of the Department of Health Education and Welfare.


Tutoring Tricks
and Tips

Copyright © 1970 by the National Commission on Resources for Youth, Inc. All rights reserved except reproduction in whole or in part permitted for any purpose of the United States Government. Printed in the United States of America.

Points of view or opinions stated in this booklet are those of the National Council on Resources for Youth, Inc. They do not necessarily represent the official position or policy of the U.S. Office of Education.

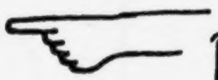
This booklet was developed by Margaret Lobenstine with the art work done by Roger Long

Ideas Questions
Comics Poems
for YOU the TUTOR
To flip through as you plan your TUTORING

Tutoring doesn't always go perfectly for anyone. Here are some problems that have come up in tutoring programs. If you run into any of them yourself, you might want to check the pages listed for ideas. Hopefully, you and other tutors could add your own ideas to these, too !!

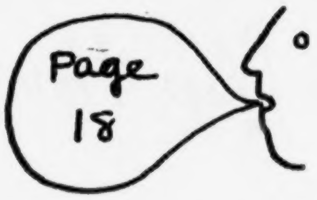
Your tutee gets bored very fast. ← Page 8

Your tutee doesn't seem to remember the things you teach him.

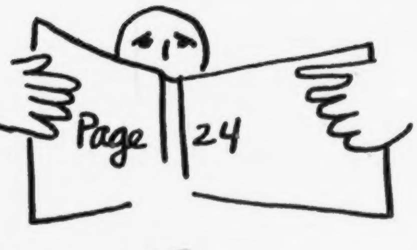


Page 14

Your tutee doesn't see how the things you do together are connected to helping him learn.



Your tutee makes so many different kinds of mistakes, you don't know where to begin.



Your tutee doesn't seem to see how much he is improving. ✓ ✓ ✓ ✓ page 28

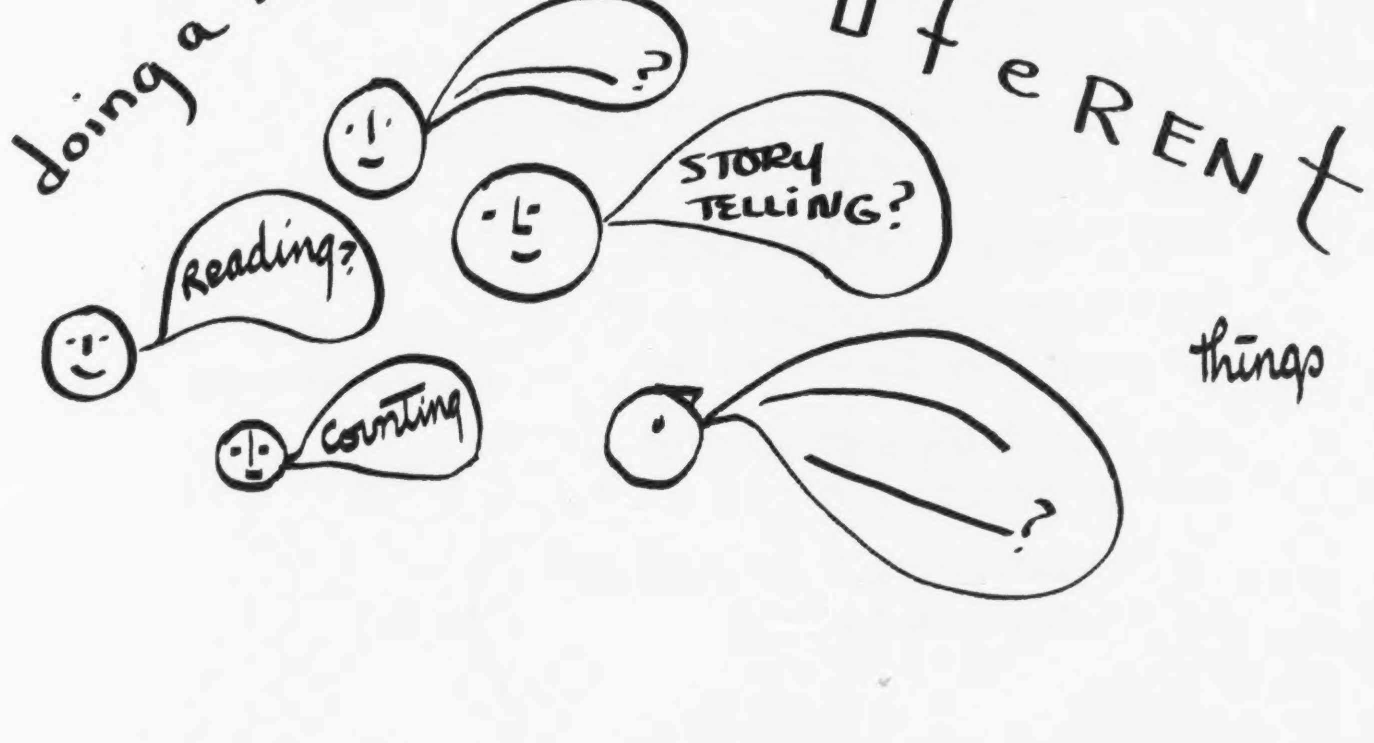
You don't know if you can tutor well today because you're worried about something else. page 34

Your tutee gets restless easily. page 38

Your tutee wants to boss everything but doesn't know where to start. page 44

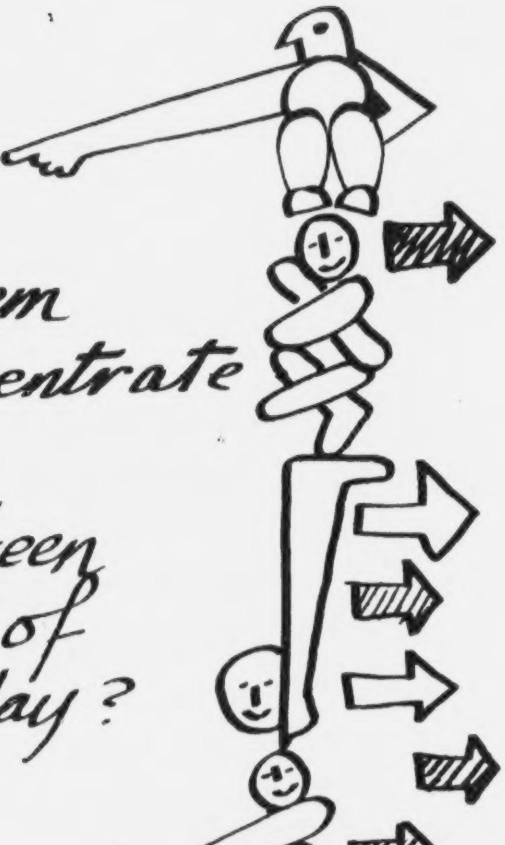
You can't do the work you had planned for today. page 48

Your sessions usually start off well but sometimes end poorly. 52

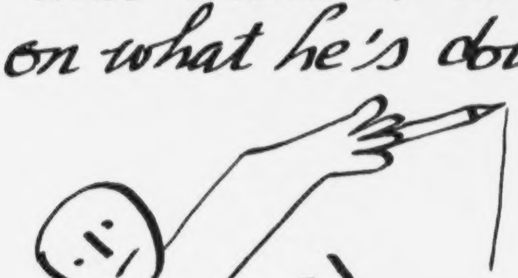

doing a lot of DIFfeRENt things
Reading?
counting
STORY TELLiNG?
?
?

Doing a lot of different things helps make time go faster in tutoring. Tutees like to take a break with something easy after doing something hard. They like to get up after sitting down. You can make tutoring much easier for you and your tutee if you plan for variety.

Everybody likes a break!
You can give your tutee lots of them
and make it easier for him to Concentrate
on what he's doing.



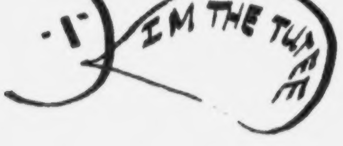
Has your tutee been
making a chart of
what he did today?

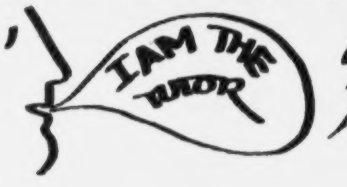


Give him a break

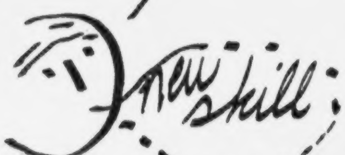
Plan what you're going to
do tomorrow

➡ Has your tutee been reading? Give him a break! Read to him for awhile!


I'M THE TUTEE

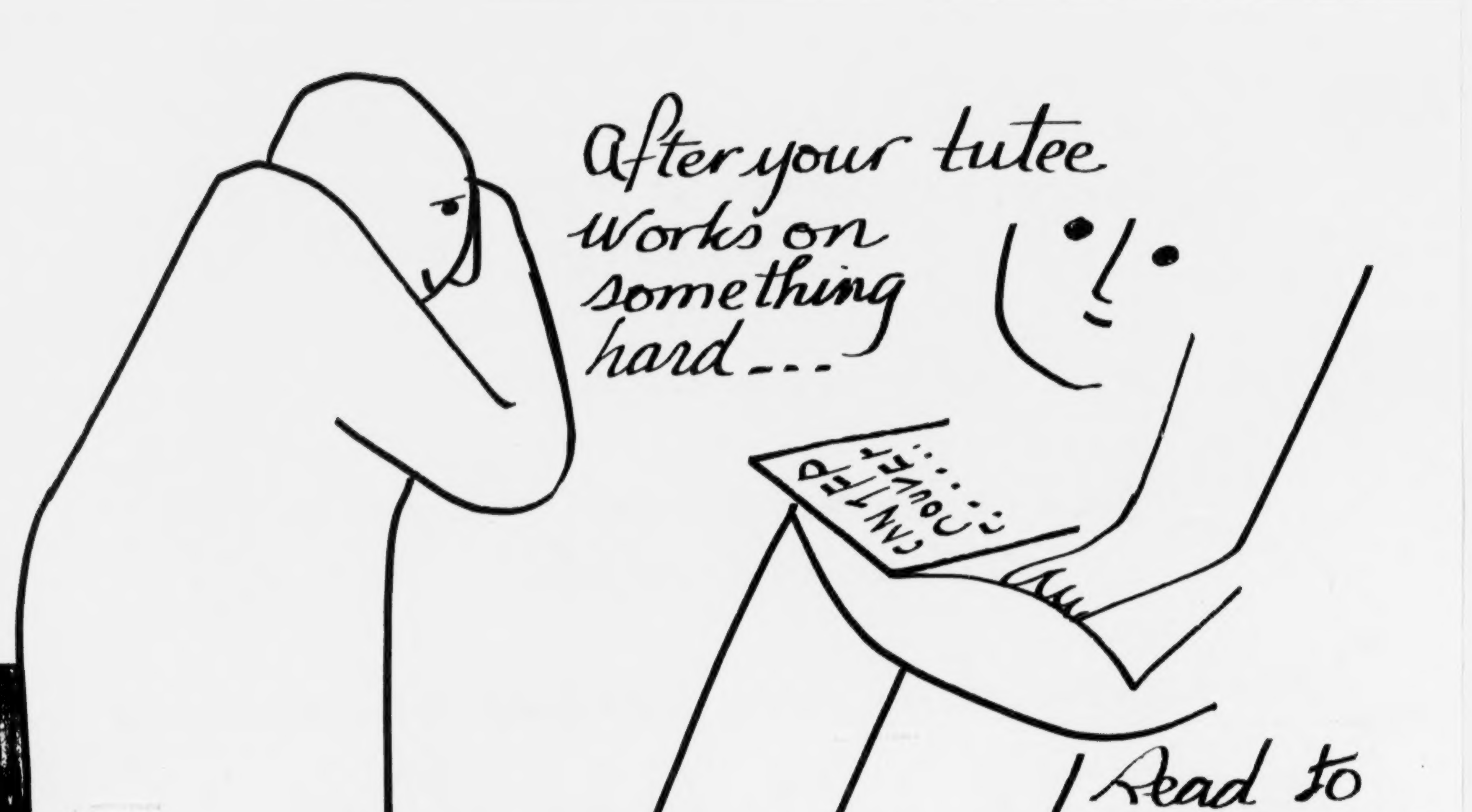

I AM THE TUTOR

➡ Has your tutee learned a new skill?



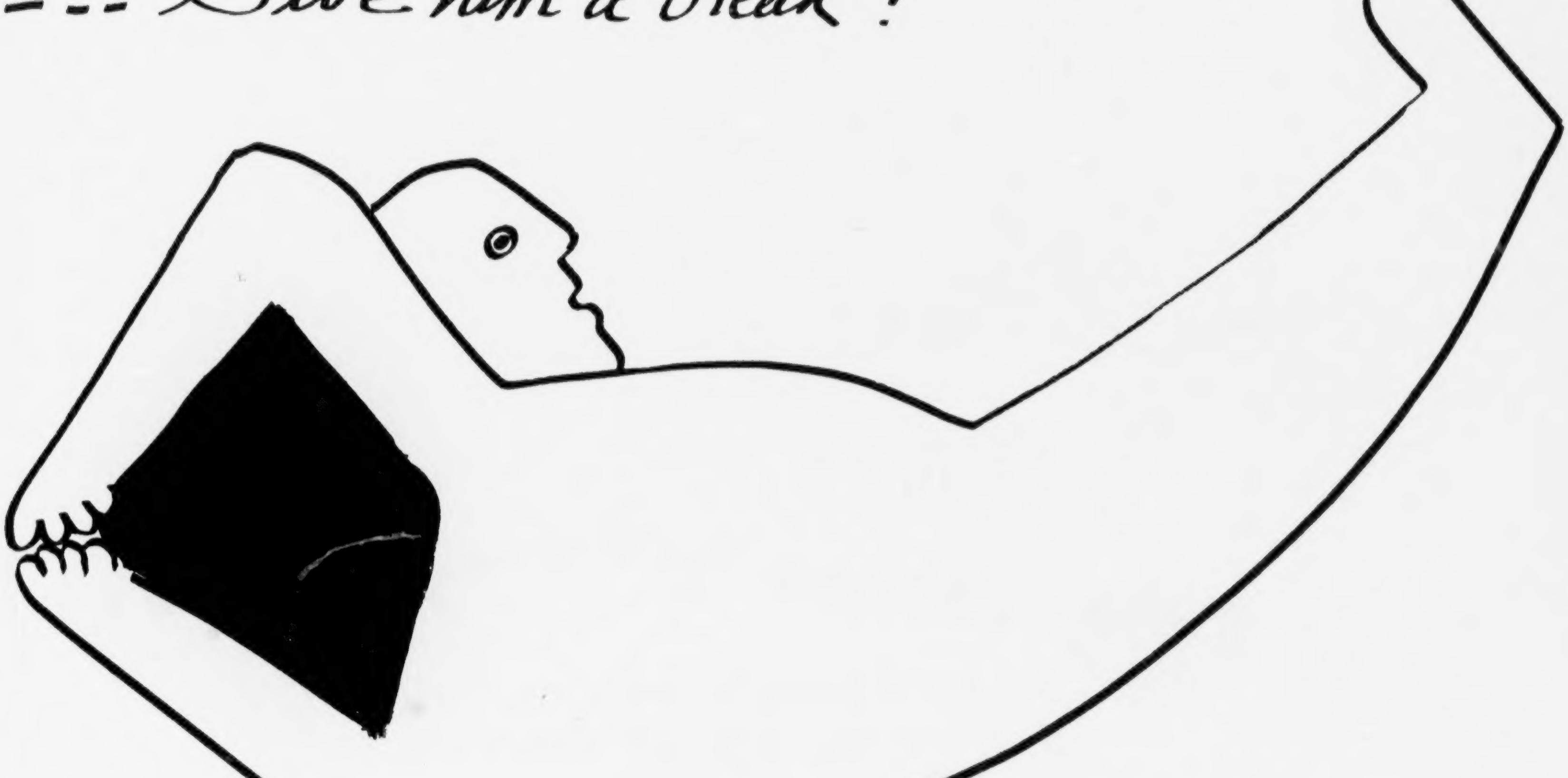
; Give him a break: Play a game with an old skill ☺

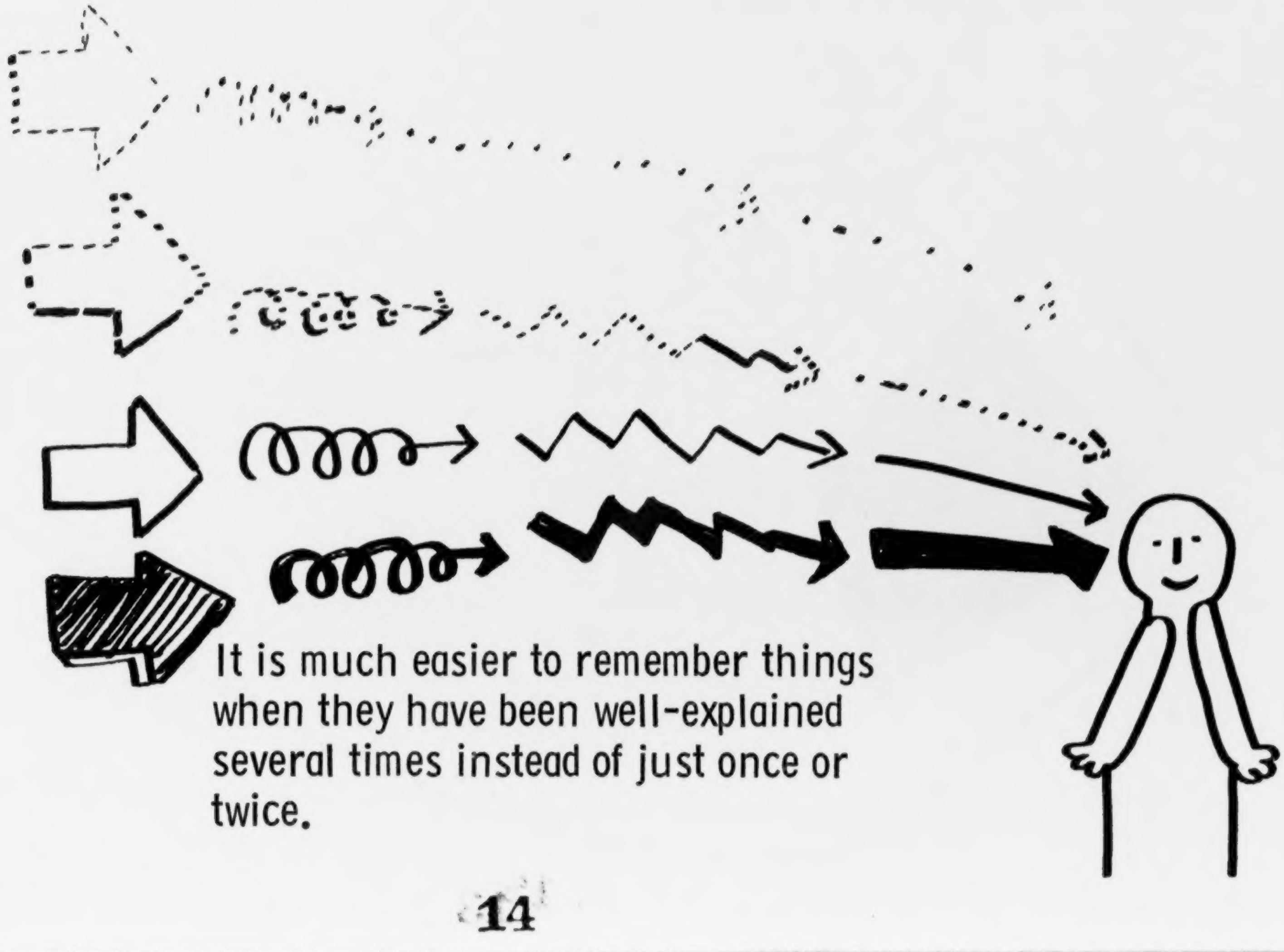
⇨ Has your tutee been working on something Hard for him? Give him a Break
Let him do something very easy 11



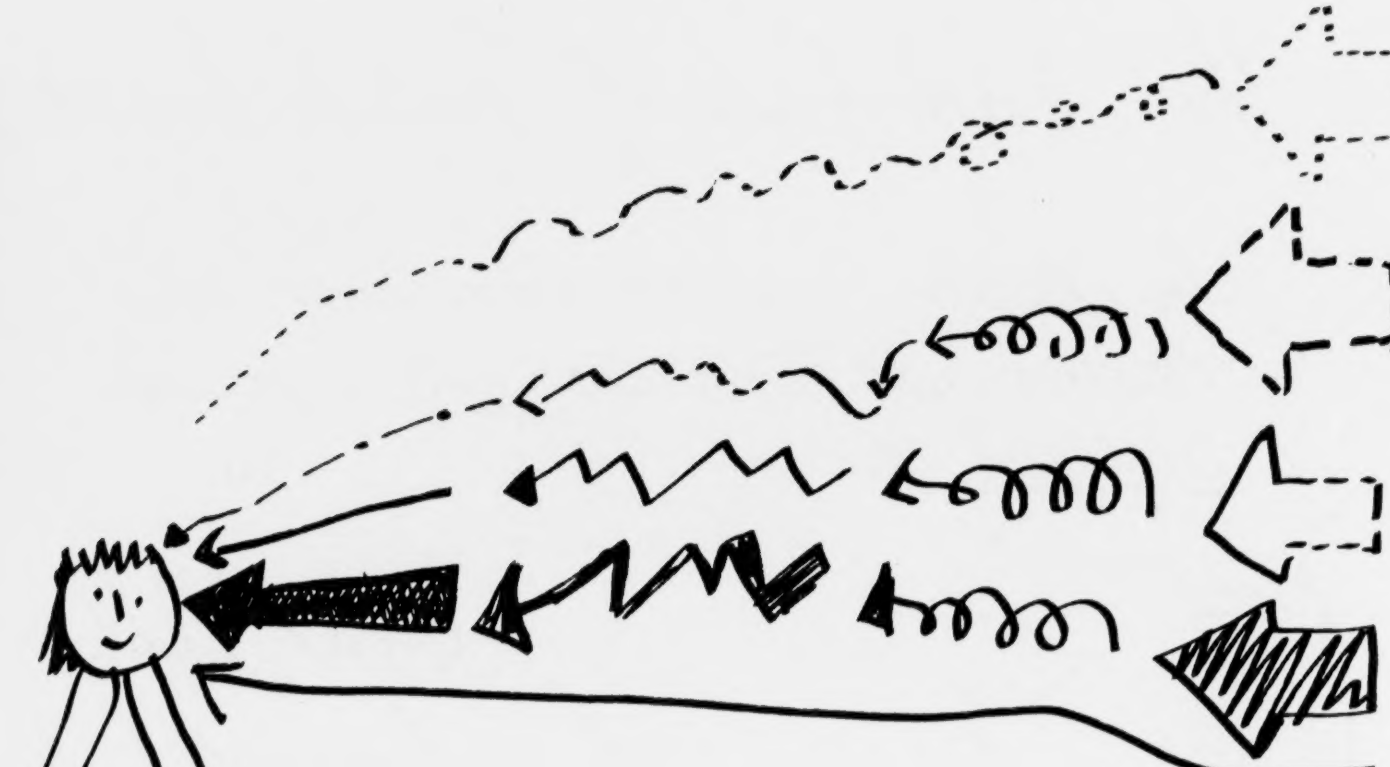
After your tutee works on something hard...
Read to him maybe?

--- Give him a break!



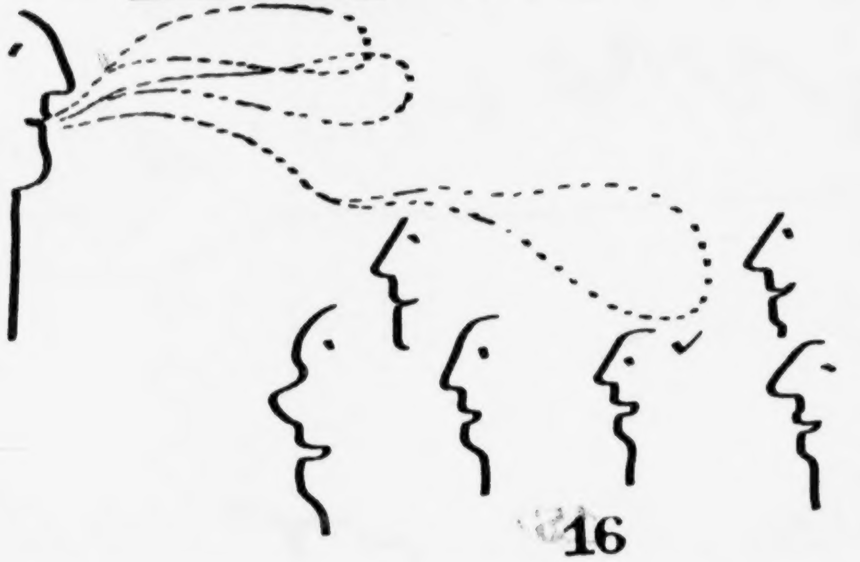


It is much easier to remember things when they have been well-explained several times instead of just once or twice.



The Sad Case of Foolish Frank...

In class he remembers something when his teacher has time to really explain it several times

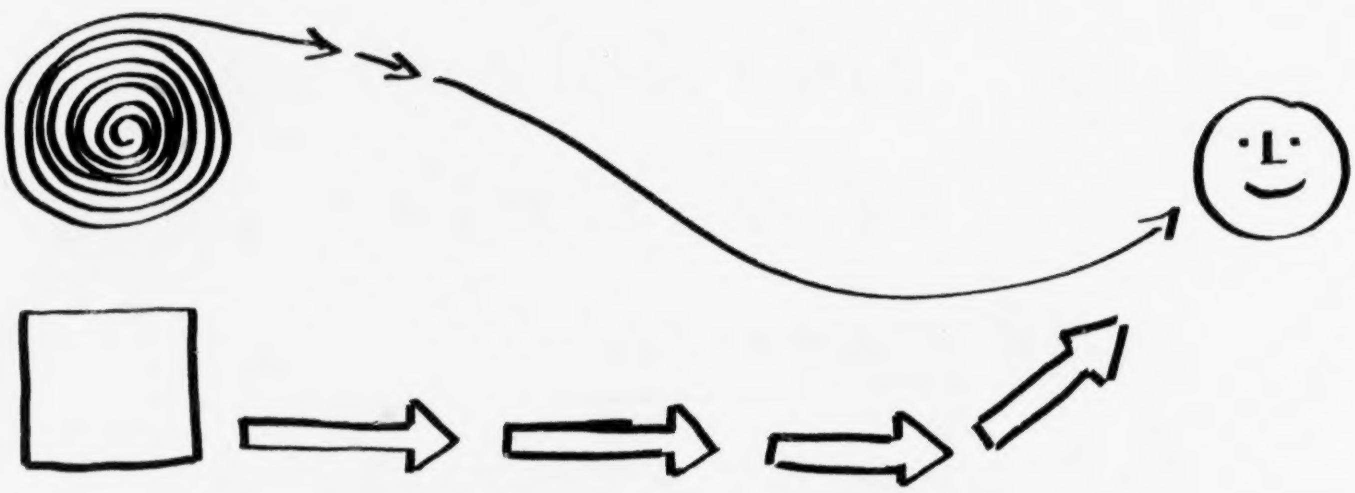


After All, learning takes time, man!

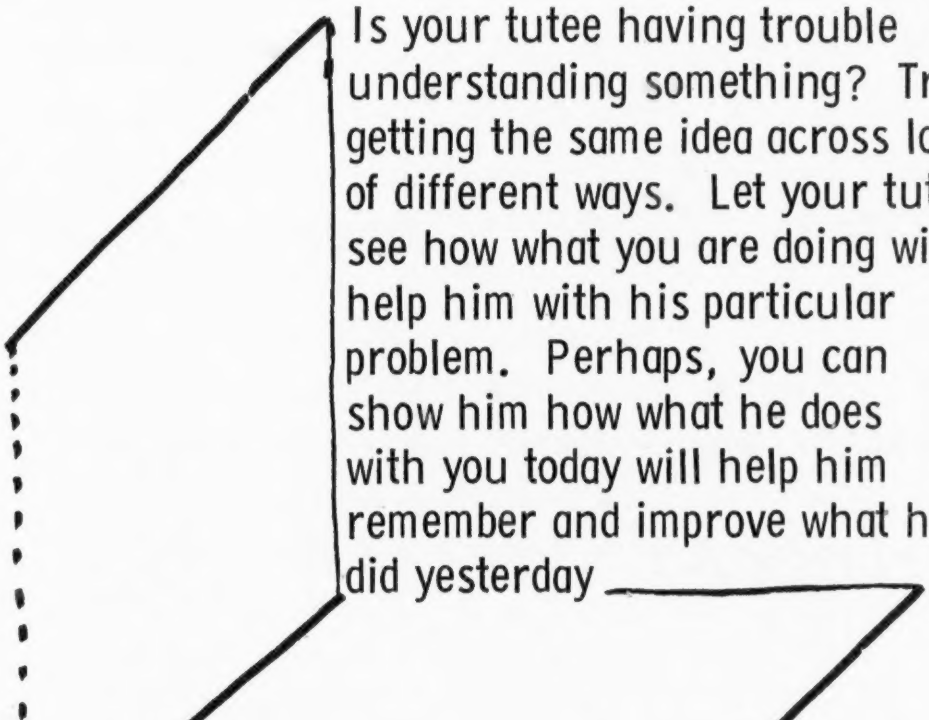
But when he's tutoring
at the center he
can't understand why his
tutee doesn't remember every
Word Frank says right off...
(and he never bothers to go over
anything either)

Poor Foolish Frank

he doesn't review from day to day...



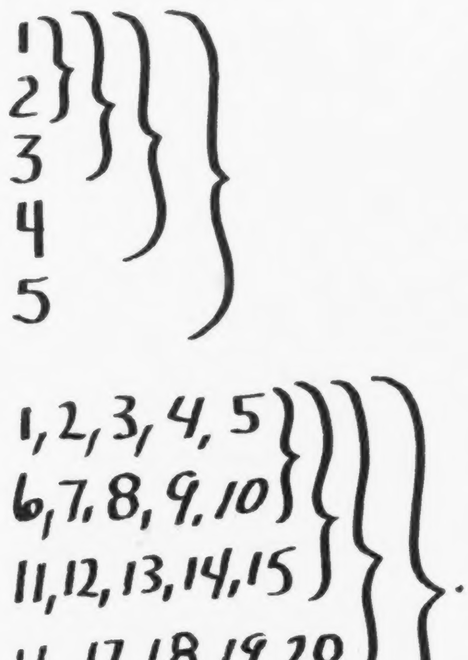
12345678910	10
5 + 5	10
9 + 1	10

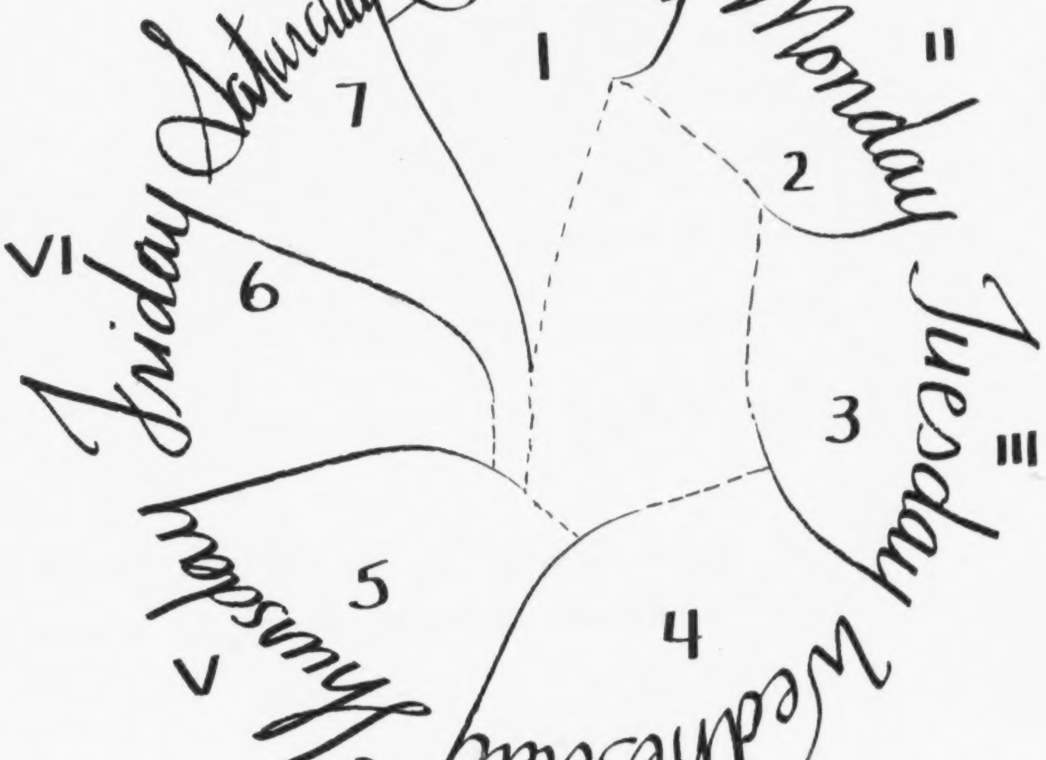


Is your tutee having trouble understanding something? Try getting the same idea across lots of different ways. Let your tutee see how what you are doing will help him with his particular problem. Perhaps, you can show him how what he does with you today will help him remember and improve what he did yesterday

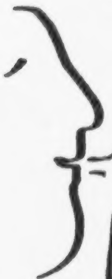
The days are connected
Your tutee comes each day
Does he see how one lesson
Connects with the next?

He'll Learn More if he Does!


1
2
3
4
5
1, 2, 3, 4, 5
6, 7, 8, 9, 10
11, 12, 13, 14, 15
16, 17, 18, 19, 20
21, 22, 23, 24, 25


I
Sunday
1
II
Monday
2
III
Tuesday
3
IV
Wednesday
4
V
Thursday
5
VI
Friday
6
VII
Saturday
7

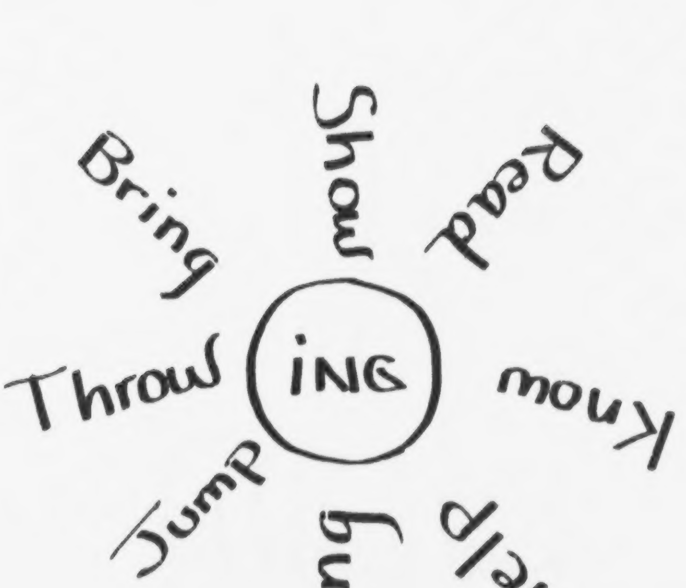
Monday



The letters I-N-G make the sound ing like in talking or going

Tuesday

CAN You Spin THIS WHEEL I MADE AND READ THE WORDS?


iNG
Show
Read
Know
Help
Sing
Jump
Throw
Bring

Wednesday

How many ing words do you think you can write on the blackboard in three minutes?

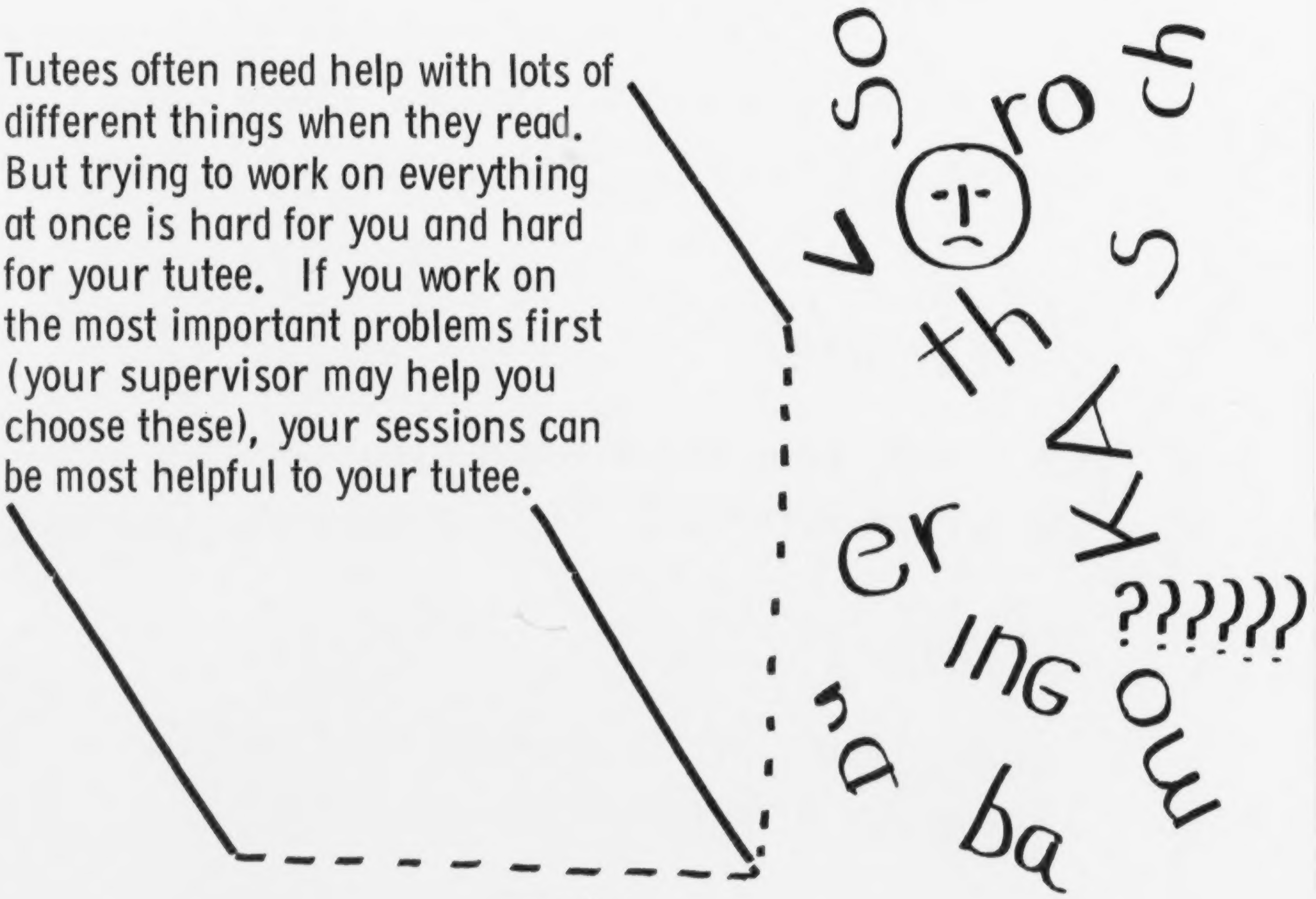
Thursday

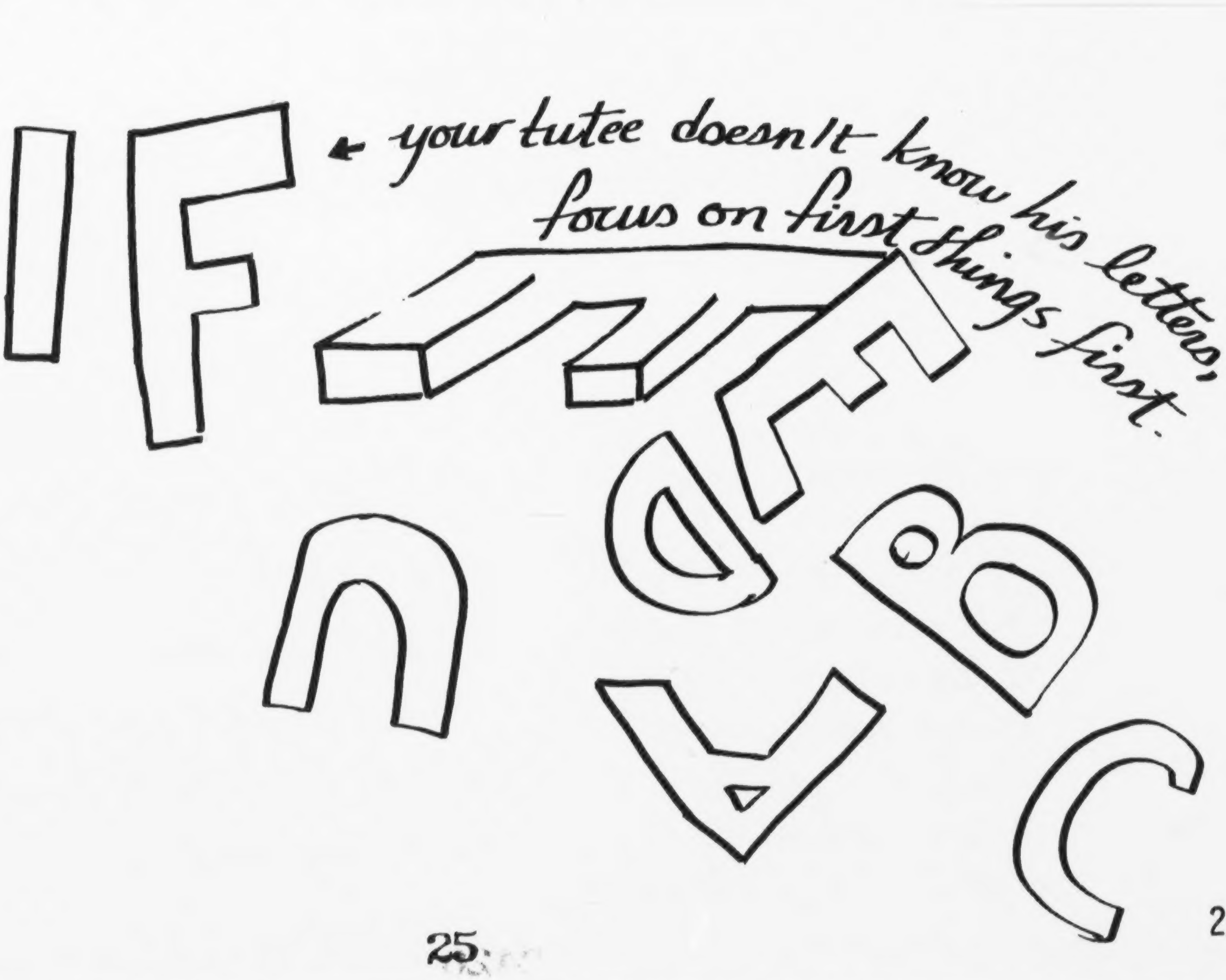
LET me see HOW many ing WORDS YOU WROTE IN YOUR STORY: "*My dream by Joe Tutee*"

Friday

SEE, JOE, YOU READ LACKING! You Didn't have to ask me the ending!

Tutees often need help with lots of different things when they read. But trying to work on everything at once is hard for you and hard for your tutee. If you work on the most important problems first (your supervisor may help you choose these), your sessions can be most helpful to your tutee.





IF ← your tutee doesn't know his letters, focus on first things first.

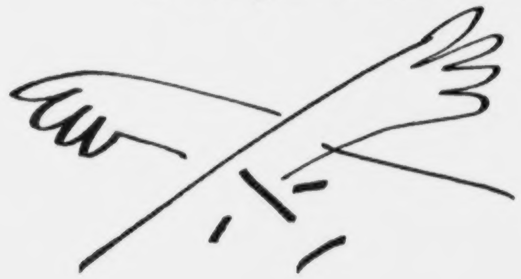
Your tutee may need Lots of help

→ The book says:	Your tutee says:
Jack was annoyed. He had lost his allowance. His dime was gone! Only his sister knew where he kept his safe...	--- John was angry. He had lost his money. His dollar was gone! Only his sister knew that he had a dime...

But—

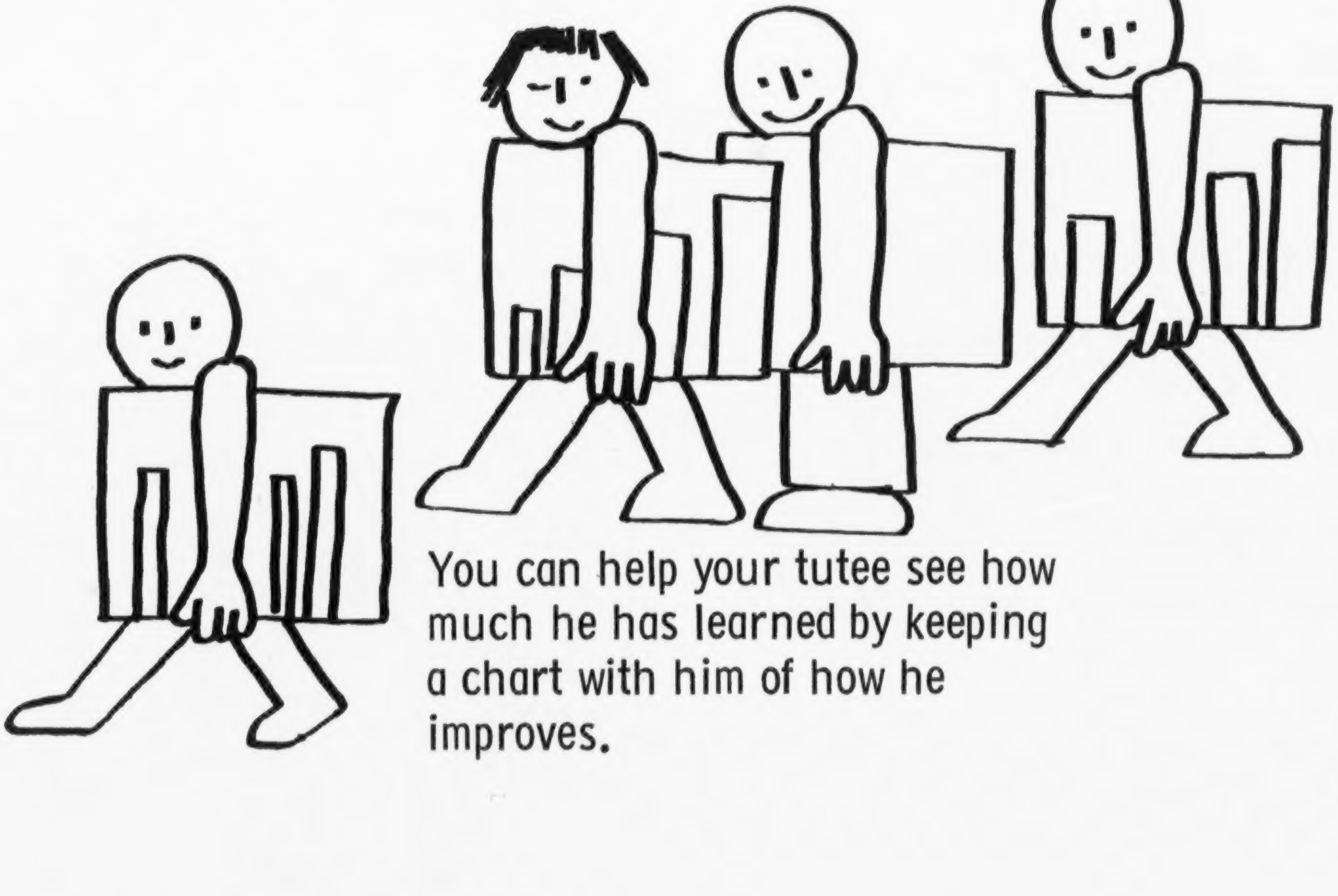
Finding every mistake won't help him learn—

Don't make it up!
The word is where not that!
What did you say?
Look again!
Where does it say that?

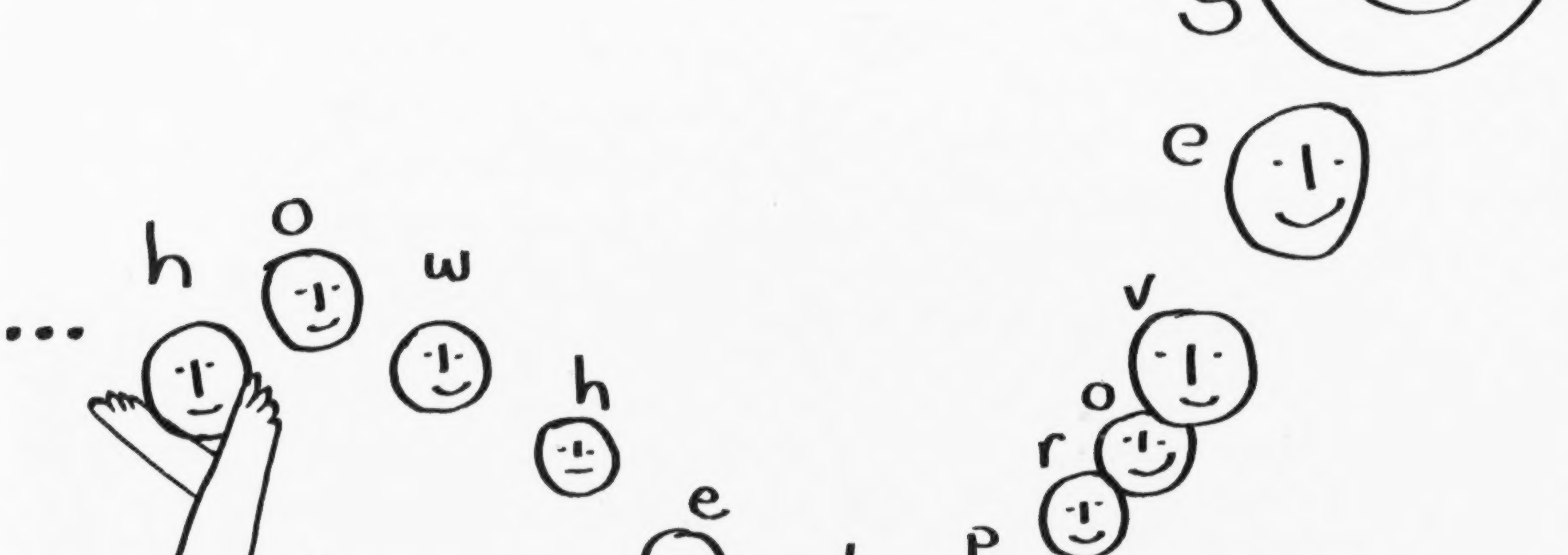


Teaching Everything at once won't help him learn

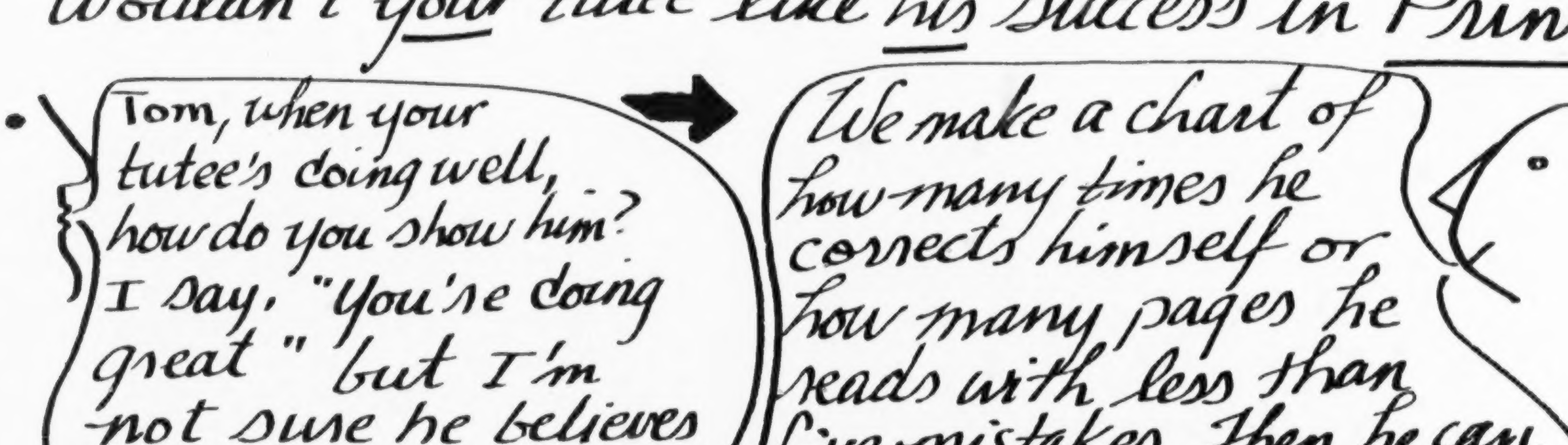
That word is allowance.
Where would you find it in the Dictionary?
That word is dime.
What words do you know that sound like dime?
What ending do you see on annoyed?
What other words have that ending?



You can help your tutee see how much he has learned by keeping a chart with him of how he improves.


...how he improves

Wouldn't *your* tutee like *his* success in *Print*!

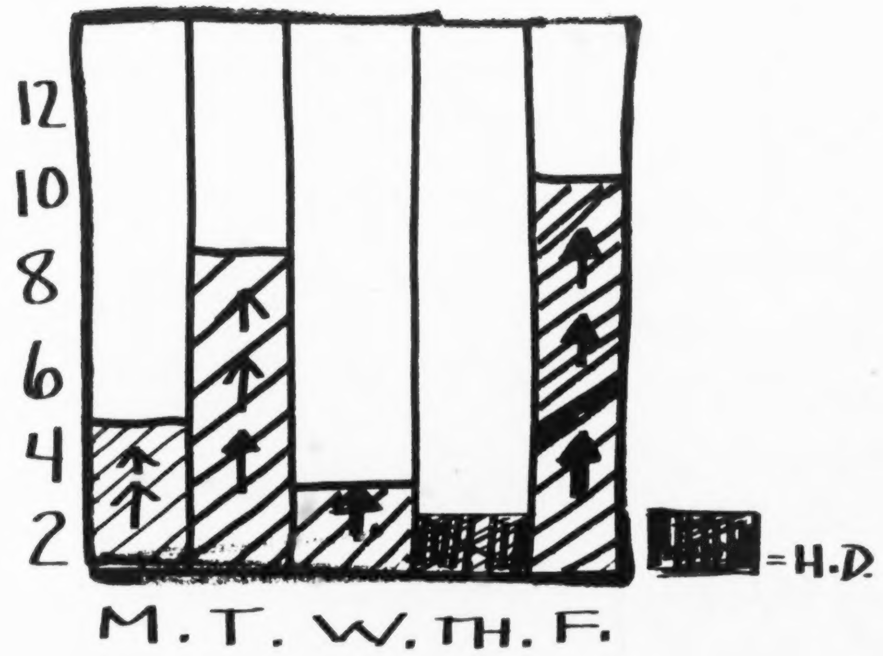

Tom, when your tutee's doing well, how do you show him? I say, "You're doing great" but I'm not sure he believes me.
We make a chart of how many times he corrects himself or how many pages he reads with less than five mistakes. Then he can see that he keeps doing better and better. He shows his chart to everybody!
But what if he doesn't always improve? Or what if he messes around so he doesn't get much done?

We have a joke about that. We say he had a H. D. — a human day and I remind him that's ok — he's human isn't he? Or if he really wastes his time we put that on his chart. He usually tries real hard the next day.

How do you make your charts? I'm not much good at graphs and stuff.

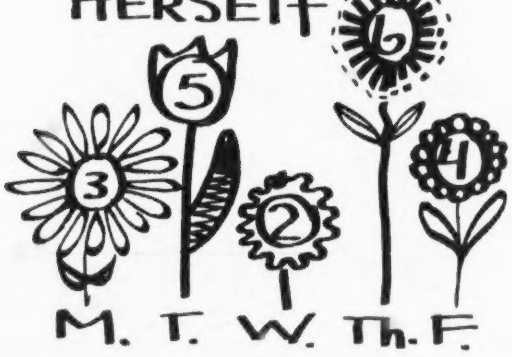
Oh there're not hard.

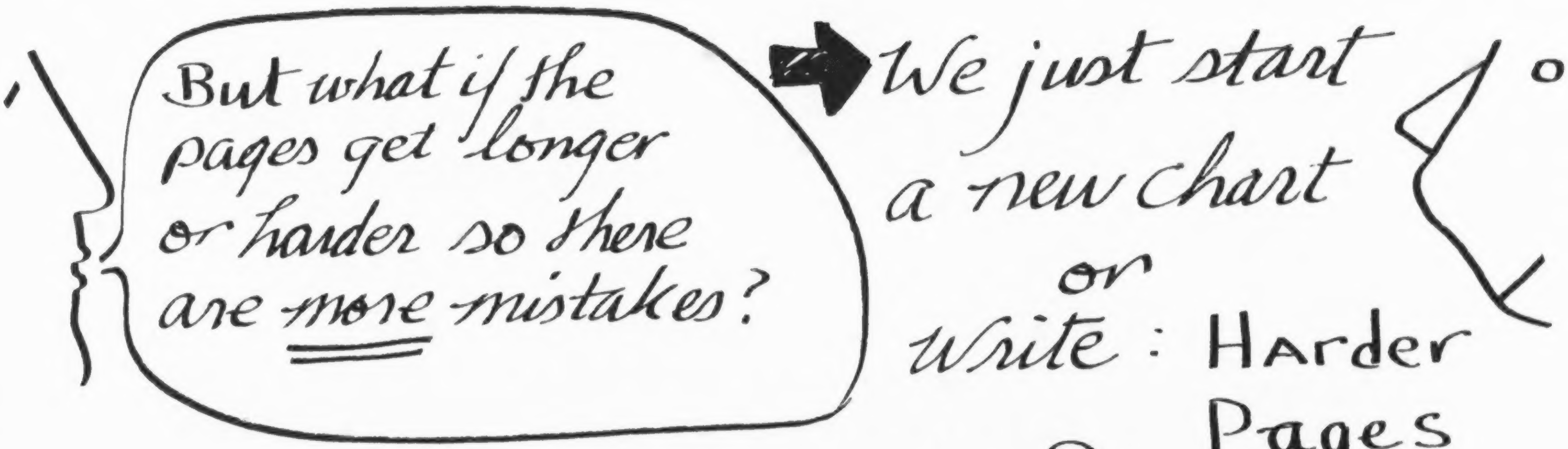
I'll show you a couple but you can make all kinds.



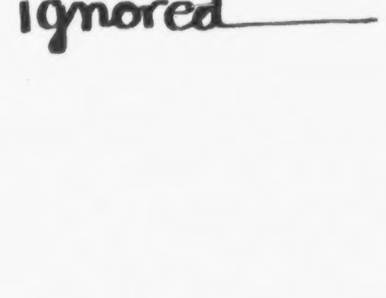
No of pages Sam
read with only two mistakes

No. of Times
ELSIE CORRECTED
Herself




But what if the pages get longer or harder so there are more mistakes?
We just start a new chart or write: Harder Pages in Big letters.
Gee thanks. I think my tutee will really dig this! I'll try it.

Your tutee really likes the fact that you pay a lot of attention to him. If you have something else on your mind one day, you can make your tutee feel much better by letting him know. Then he can understand and not feel ignored.

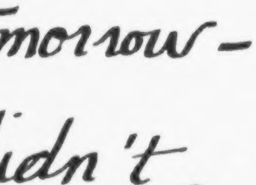


...and not feel ignored

Is your mind somewhere else today?

You have a test tomorrow -

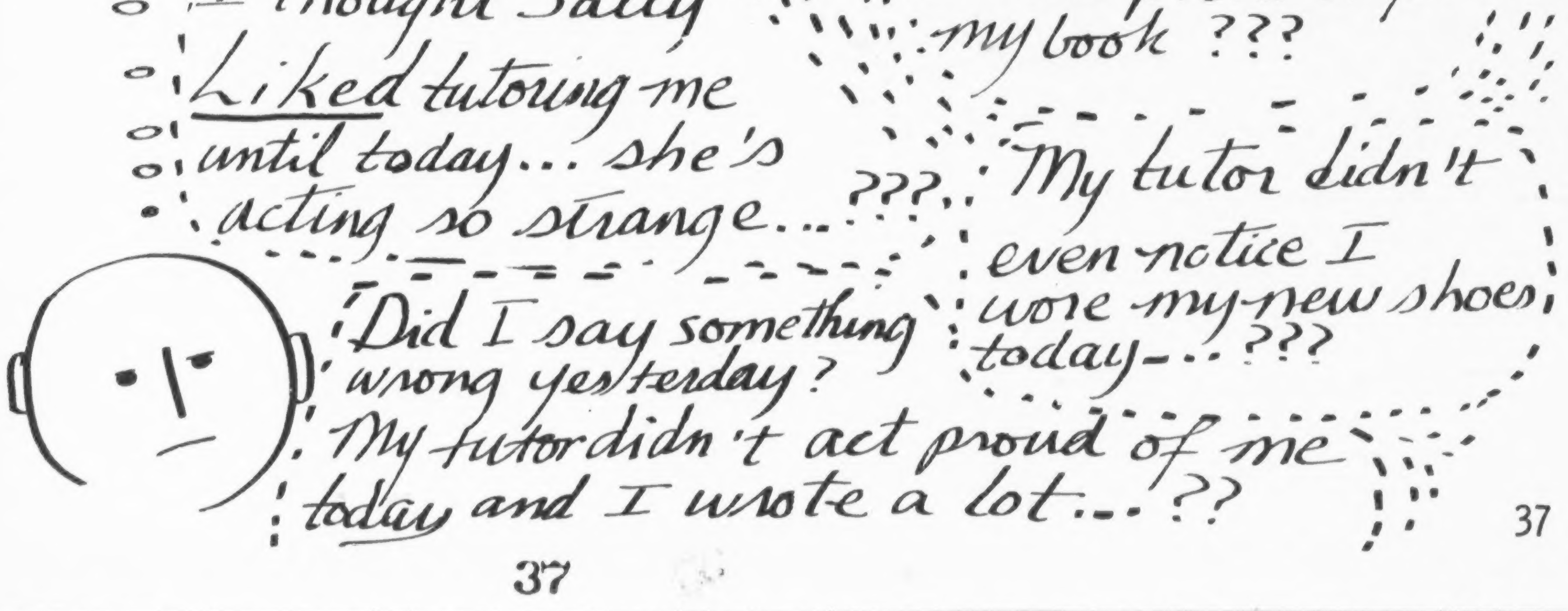
Your boyfriend didn't
call yesterday



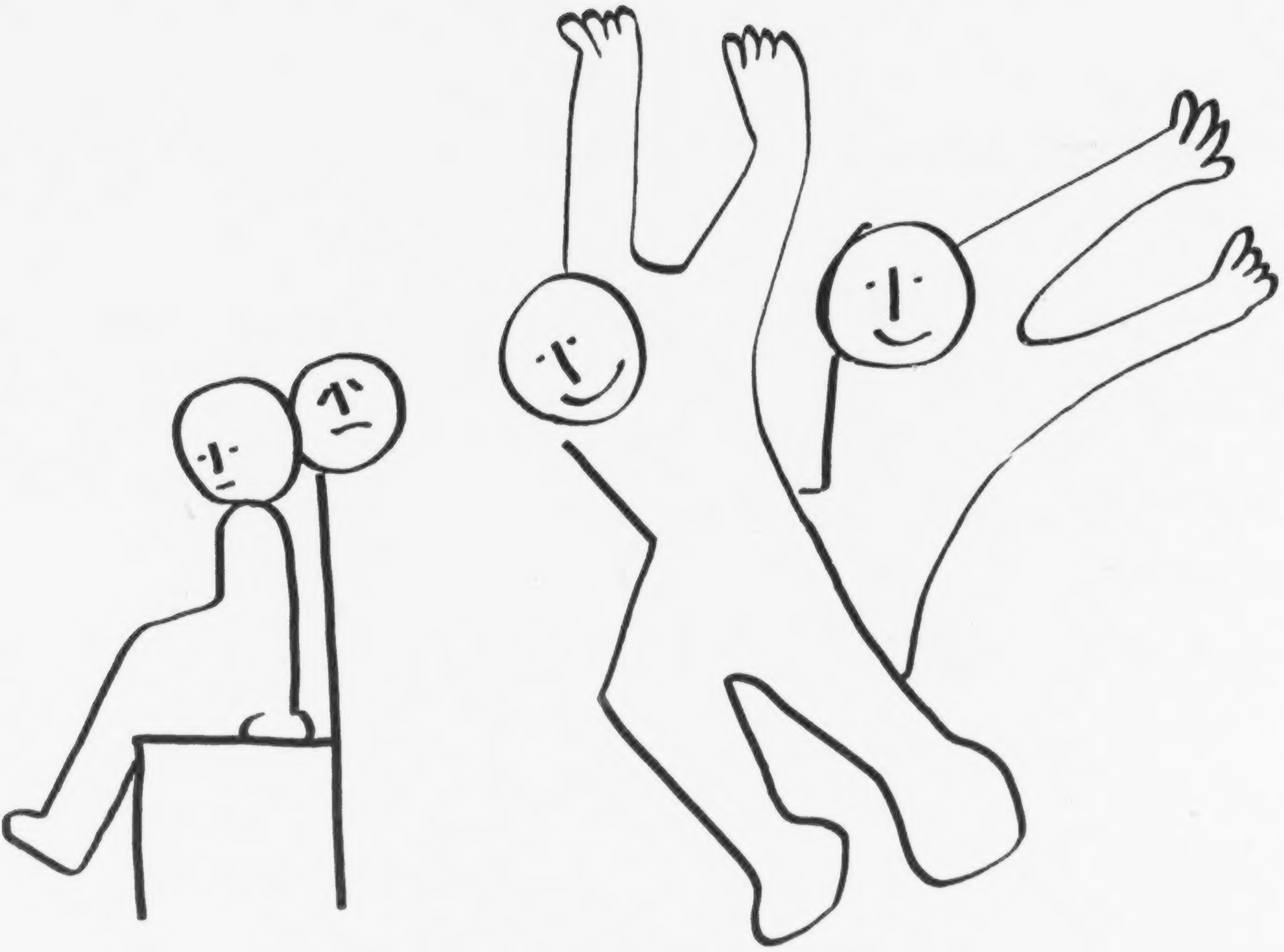
The championship
game is tonight and you are playing?
There's a big dance this weekend?

You don't think you'll have
time to do all that math homework

Explain this to your tutee so he won't worry!

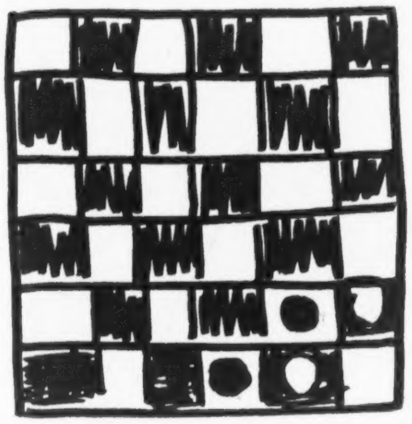

I've read four pages and my tutor hasn't said a word ???
I thought Sally *Liked* tutoring me until today... she's acting so strange... ???
Did I say something wrong yesterday?
My tutor didn't act proud of me today and I wrote a lot...??
Wonder why my tutor forgot to ask me if I brought in the pictures for my book ???
My tutor didn't even notice I wore my new shoes today-..???

Does your tutee start off great and then get restless? Maybe he has been sitting too long. Planning an activity that lets him get up and move around can really help!



Break in with the Action, man!

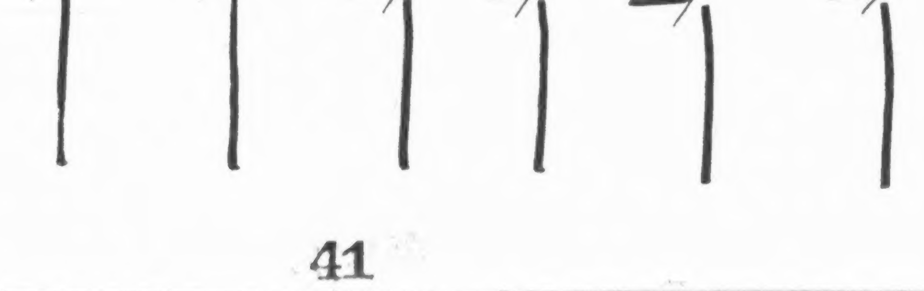
You read it right:
Your man can skip two spaces

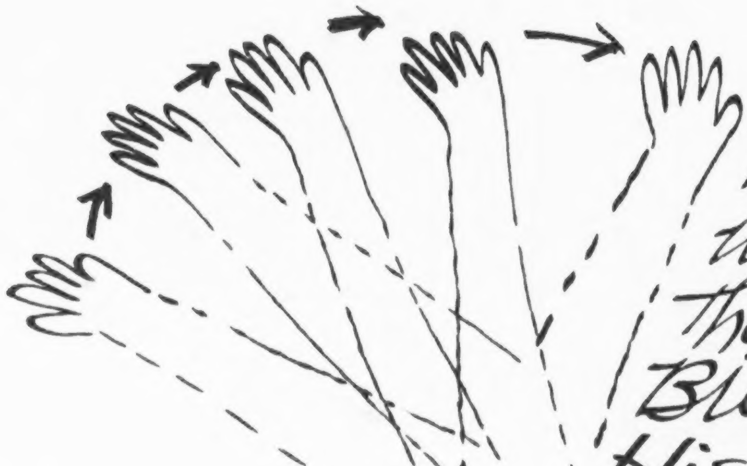


TYPE A STORY

Sing a song

JOHN TAKES A
BIG *Step* FOR EACH
WORD HE SPELLS
RIGHT

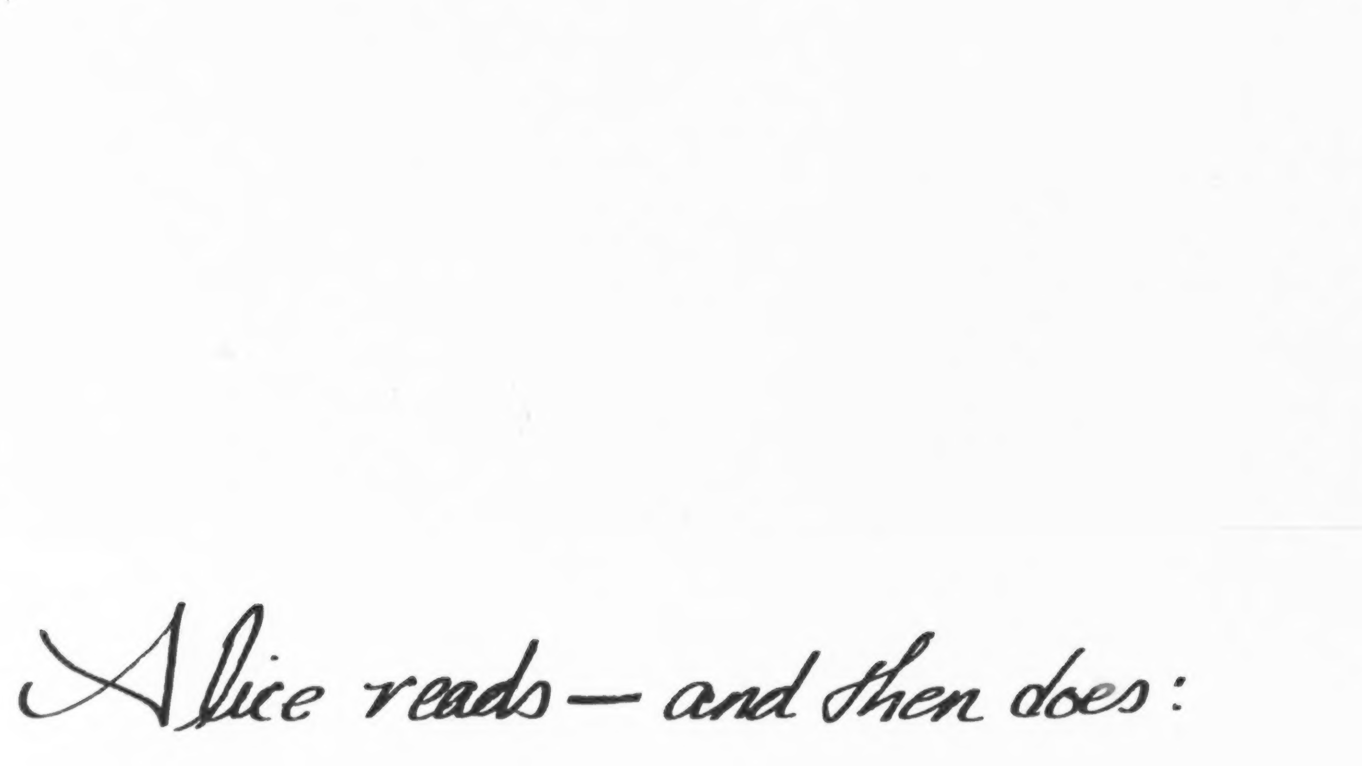




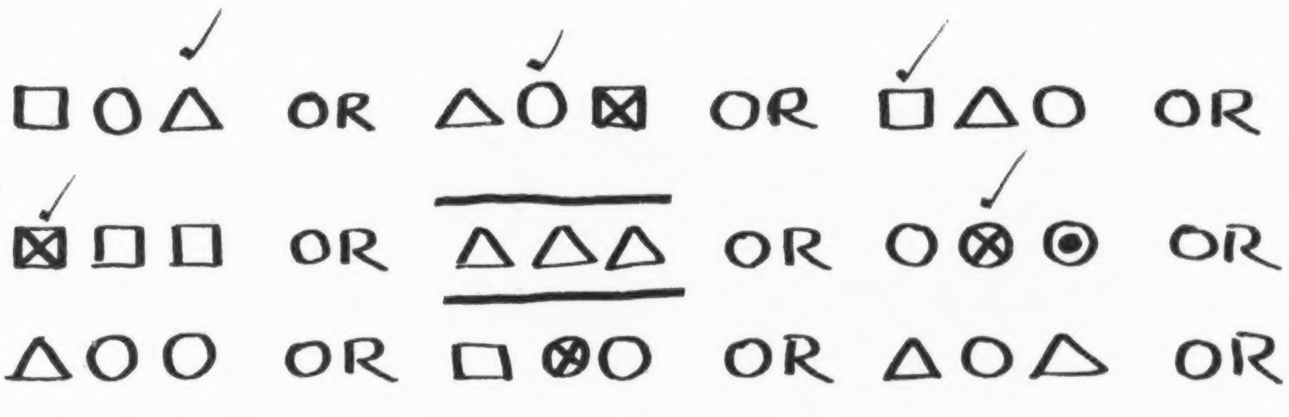
Fred practices hard words by writing them in the air with great BIG SWEEPS of His ARMS!

TELEVISION

Alice reads — and then does:


STAND ON YOUR HEAD
RUN
DANCE

Tutees know a lot about how they work best. And they work harder when they can choose the order they do things. Your tutoring may be more exciting and go more smoothly, if you let your tutee help plan.

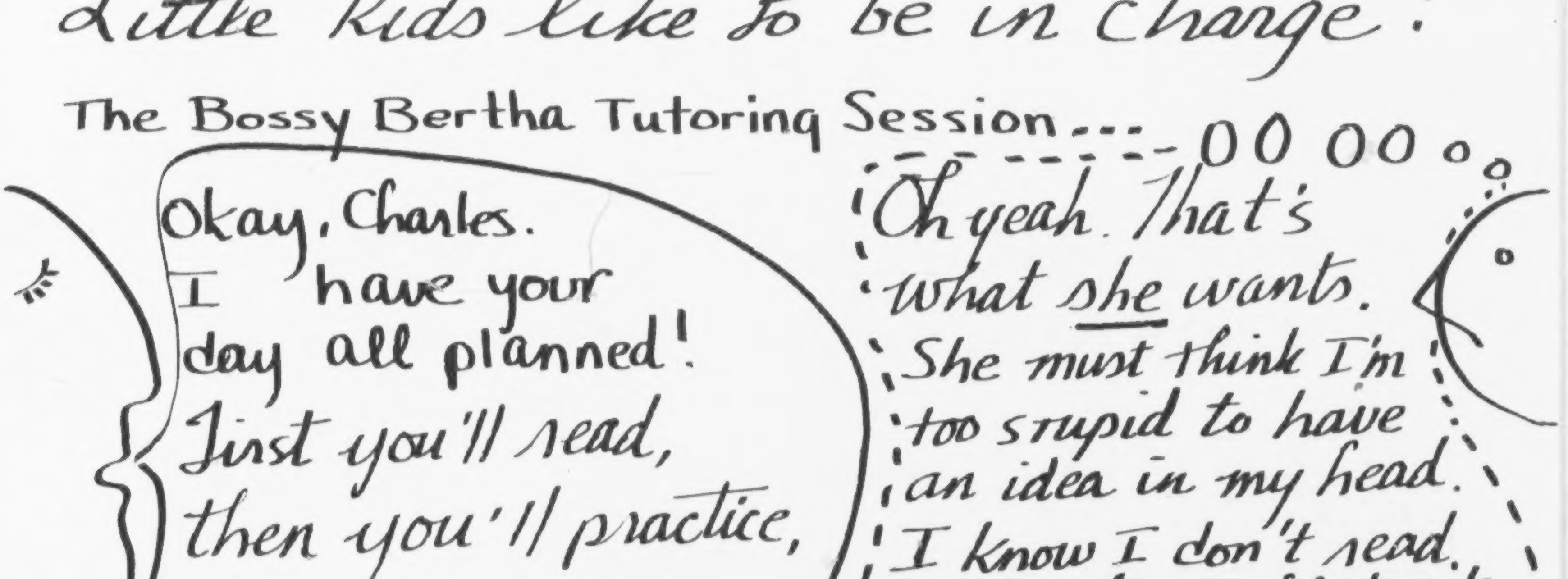

OR
OR
OR
OR
OR
OR
OR
OR
OR
OR

TUTEE

helps plan

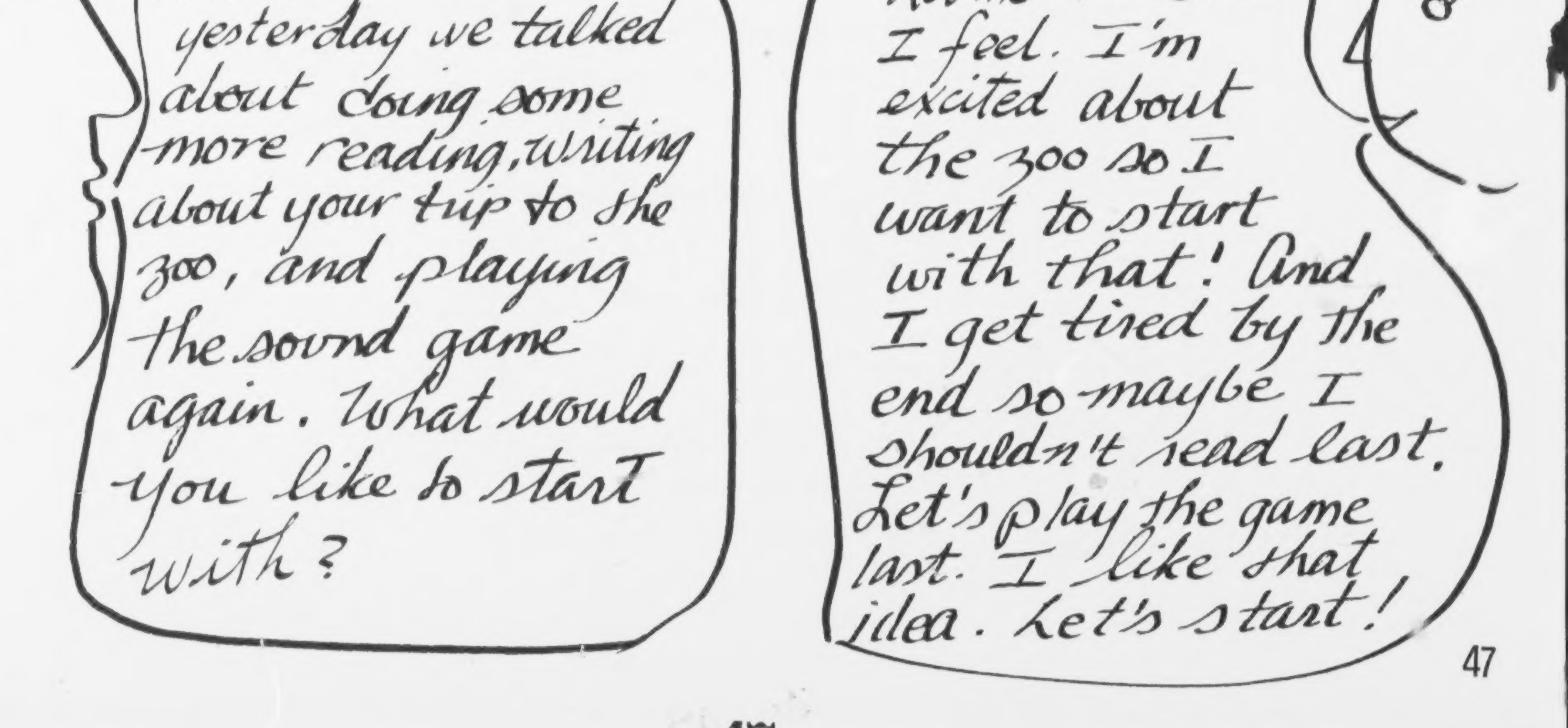
Little kids like to be in charge!

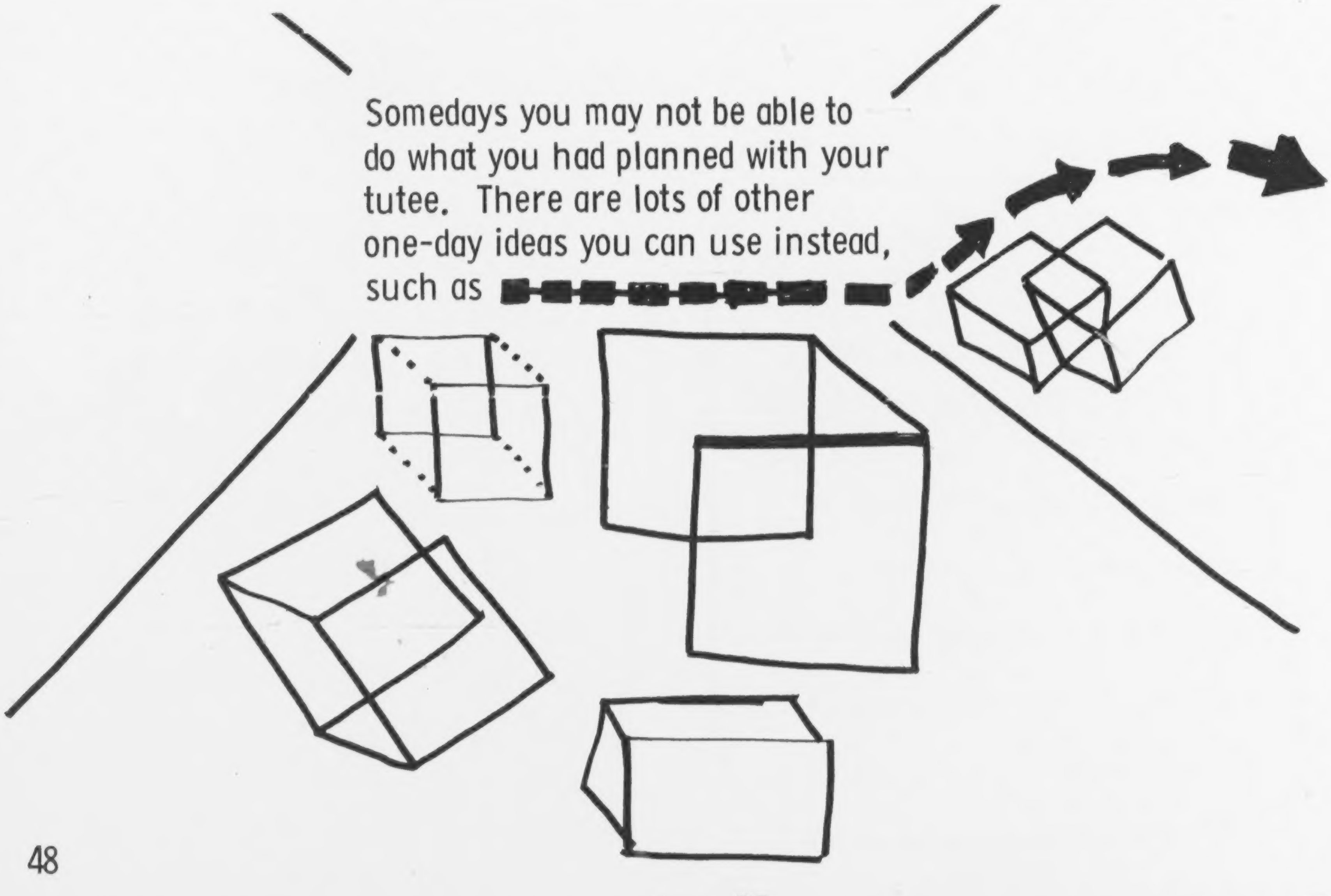
The Bossy Bertha Tutoring Session...


Okay, Charles. I have your day all planned! First you'll read, then you'll practice, then you'll write.
Oh yeah. That's what she wants. She must think I'm too stupid to have an idea in my head. I know I don't read well when I first sit down. I like to write first! Oh well, it's only two hours.

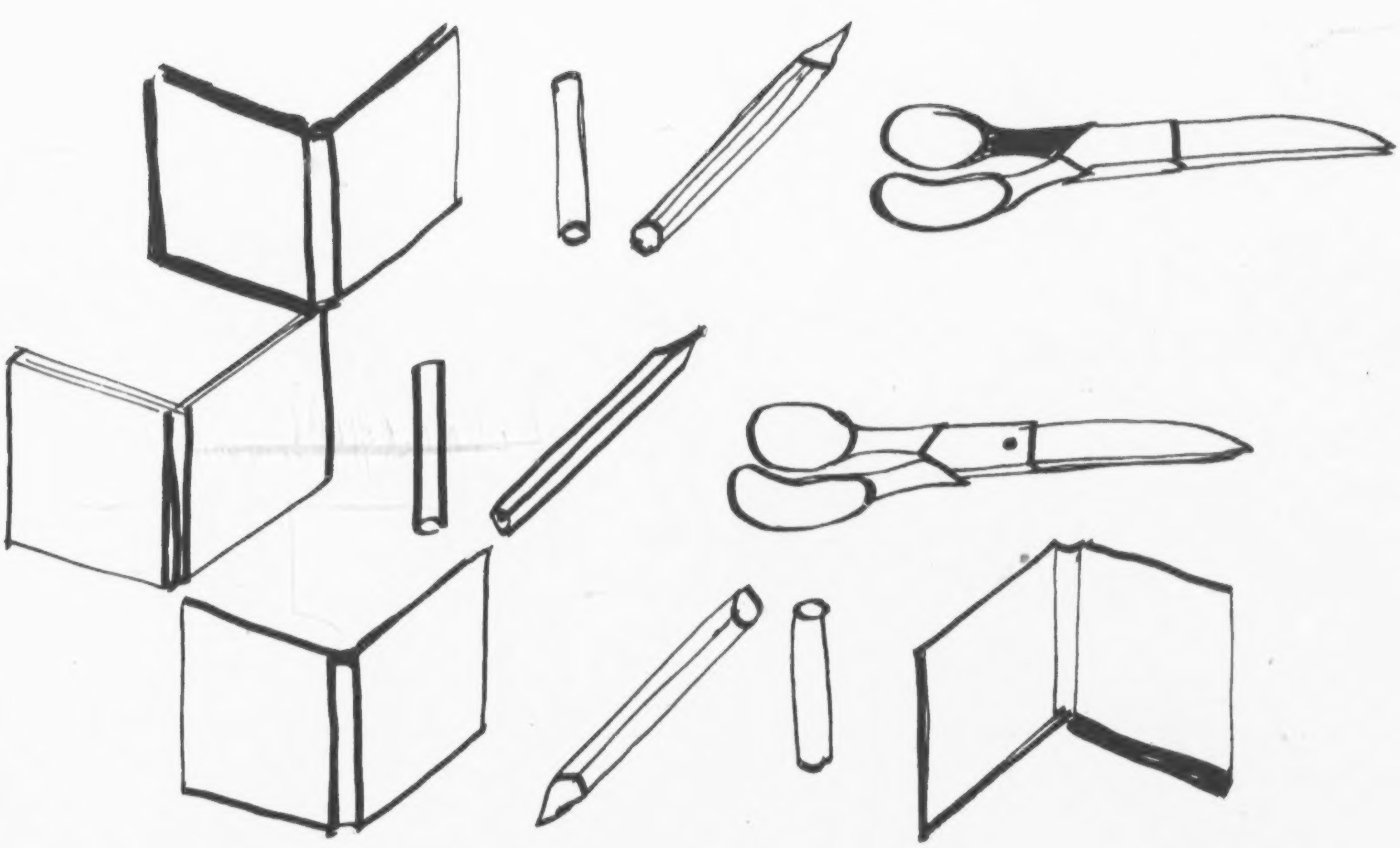
Wouldn't your tutee like a Chance ??

THE TRUSTING TOM TUTORING SESSION

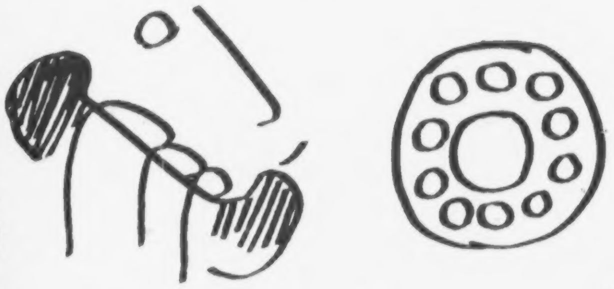

Hi Sally! Remember yesterday we talked about doing some more reading, writing about your tip to the zoo, and playing the sound game again. What would you like to start with?
Let me think how I feel. I'm excited about the zoo so I want to start with that! And I get tired by the end so maybe I shouldn't read last. Let's play the game last. I like that idea. Let's start!



Somedays you may not be able to do what you had planned with your tutee. There are lots of other one-day ideas you can use instead, such as



Hey Tutor!
Something mess up your Plans?
There's Still Plenty
to do ⟶



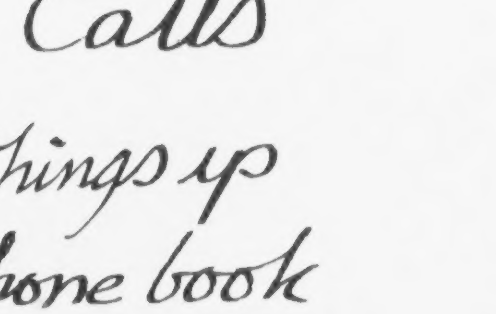
Practice Phone Calls

or

looking things up
in the phone book

Seeing how
easy the book
you read a
few months
ago is now
(if it is)

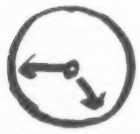
or



Making a
copy of your
tutee's favorite game for him to take home

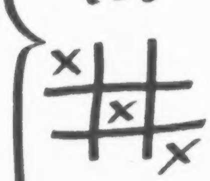
Tutees usually feel best when they are good at something. Your tutee can get this good feeling about the tutoring sessions, if you end them with an activity it is easy for him to do well.

End of the day



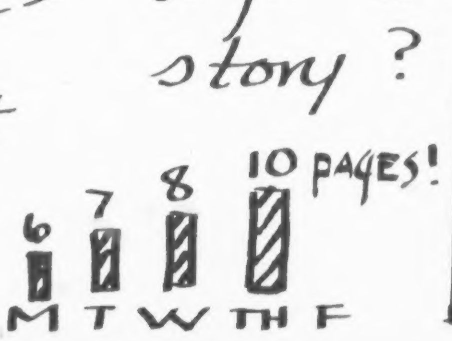
Jutee's worked hard
Jutee's beat
If he can do something
Well
He'll feel really neat!!

an easy game you "let" him win?

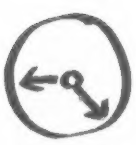


Drawing a picture to go with his story?

filling in a chart of all the pages he read!!



Thinking about tomorrow



QUARTER TO FIVE

a tutee asks his tutor

End of the day
Give me a clue
About tomorrow
What we're going to do?
Some more of what we did today?
Getting the idea another way?
Please tell me what we're going to do
And just *why* we're doing it, too!
I like the work to make sense TO **ME**
I learn better that way, you see.

THANKS!
Your Tutee

Notes, my own ideas ________________

More notes ________________________

More notes

More notes_________________________

More notes ____________________

More notes ______________________________

More notes

More notes

More notes

*More notes*____________________________

More notes ______________________________

More notes ______________________________

JUN - 2 1971

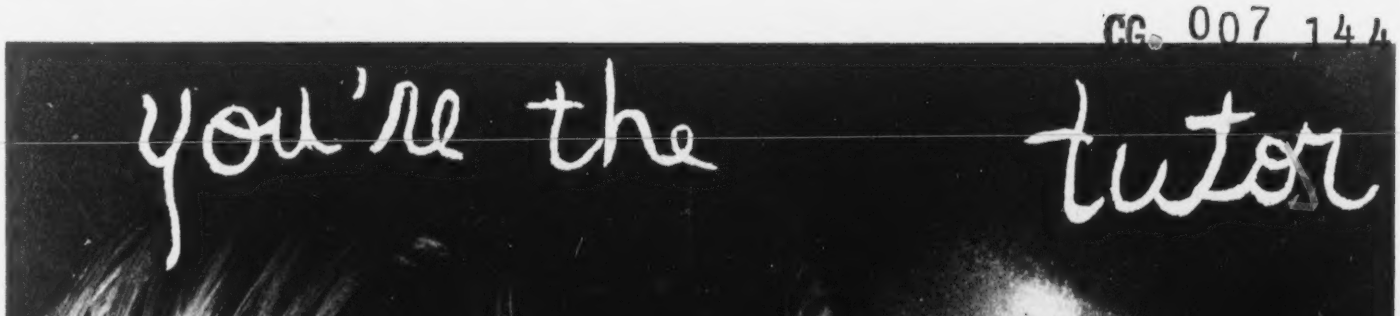
National Commission on Resources for Youth, Inc.
36 W. 44th Street
New York City, 10036

ED 063543

CG 007 144

CG
F-LAB

you're the tutor



U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

CG 007 144

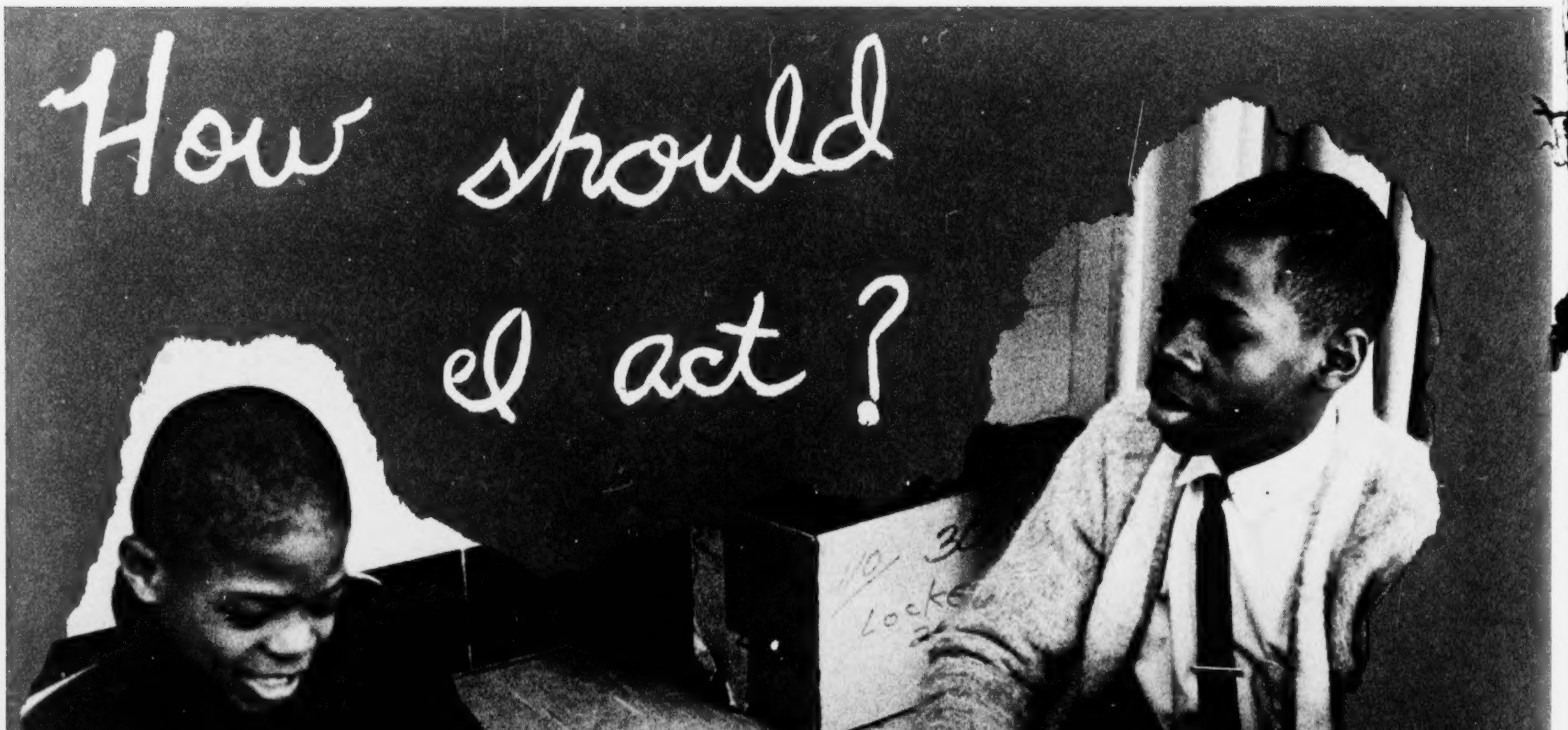
You're the tutor .....

Prepared by the National Commission on Resources for Youth, Inc., 36 W. 44th Street, New York City, 10036, a non-profit organization sustained by funds from private foundations, corporations, and gobernment agencies.

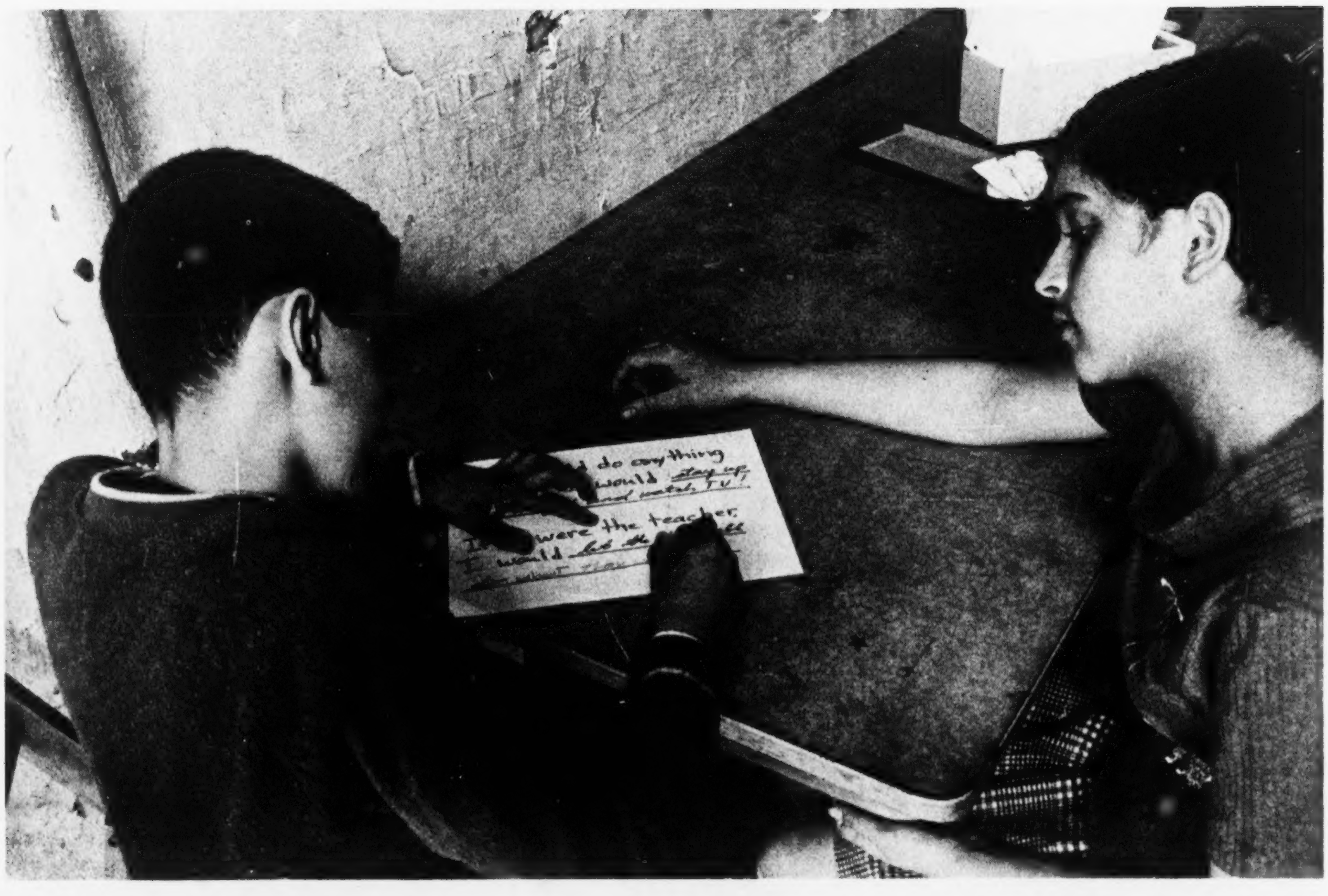
This manual was developed as part of a demonstration project funded by the U.S. Department of Labor under contract #42-1-001-34 and revsied under technical assistance contract # 34-0-0406-000.

Copyright © 1970 by the National Commission on Resources for Youth, Inc. All rights reserved except reproduction in whole or in part permitted for any purpose of the United States Government. Printed in the United States of America.

Points of view or opinions stated in this document are those of the tutors and tutees of the Youth Tutoring Youth programs as well as those of the National Commission on Resources for Youth, Inc. Under no circumstances do they necessarily represent the official position or policy of the U.S. Department of Labor.


How should
I act?
5

75

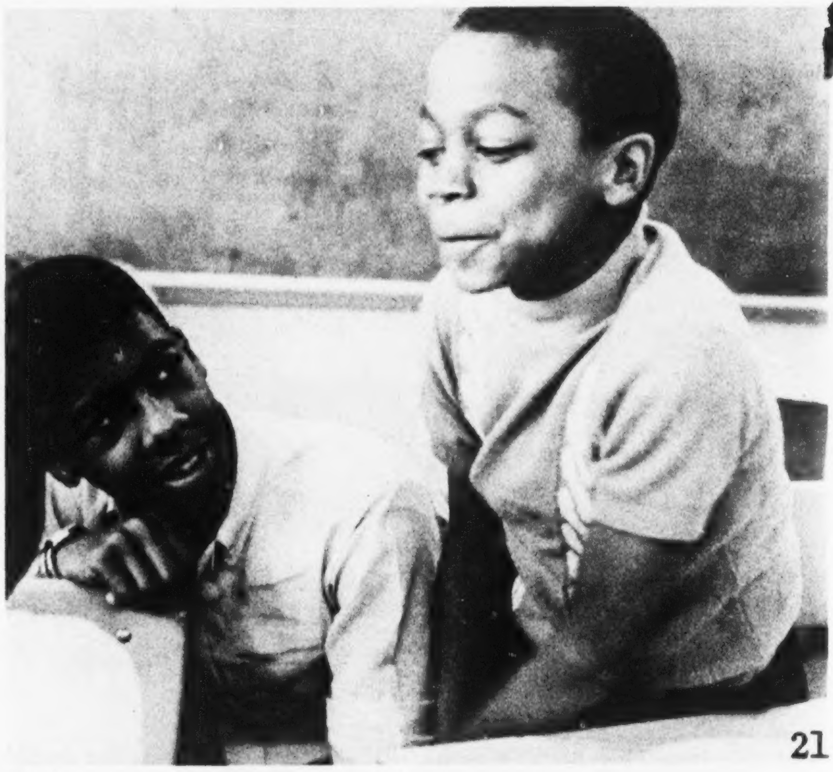

d do anything
would stay up
and watch T.V.
were the teacher,
would let the

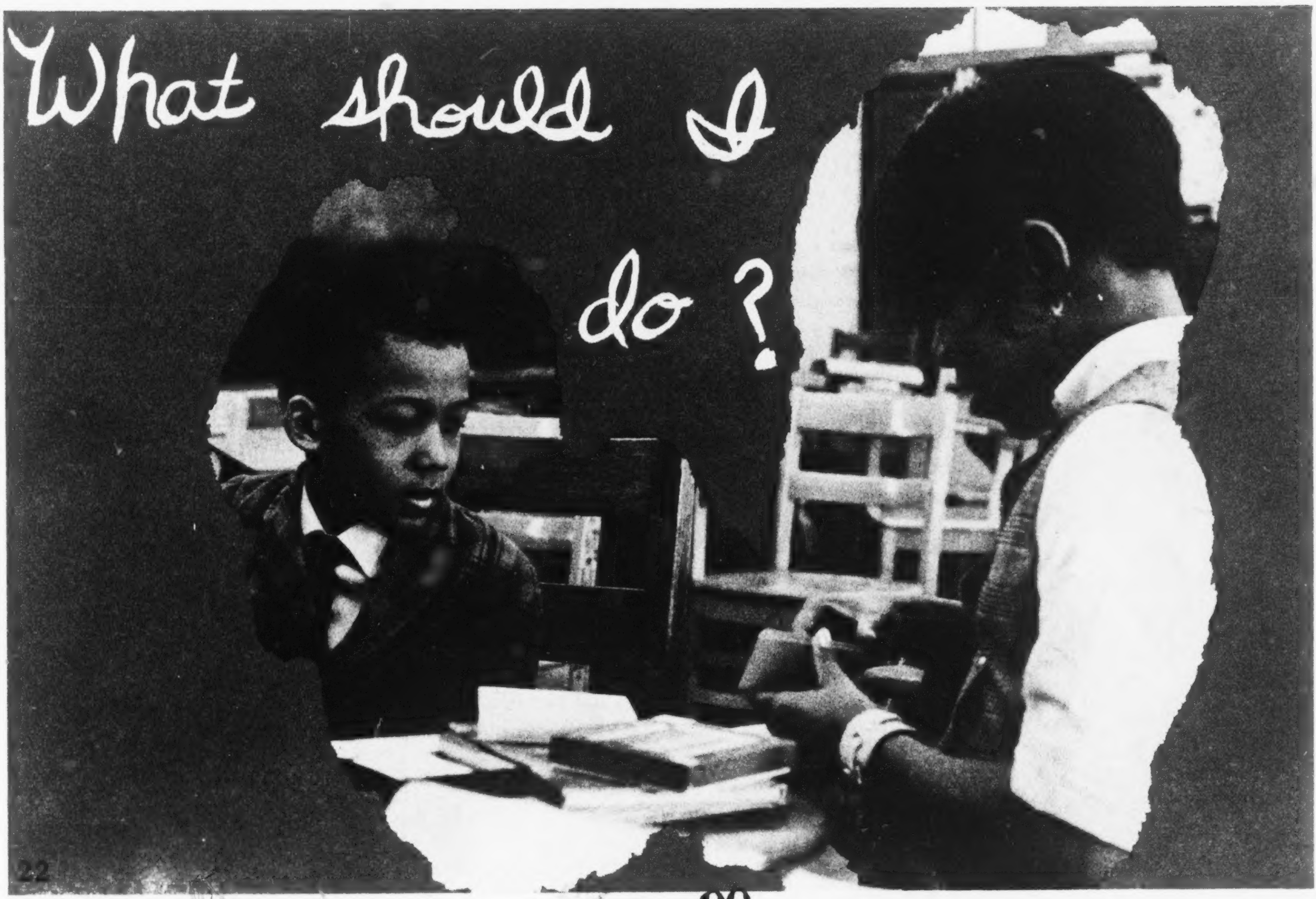
10

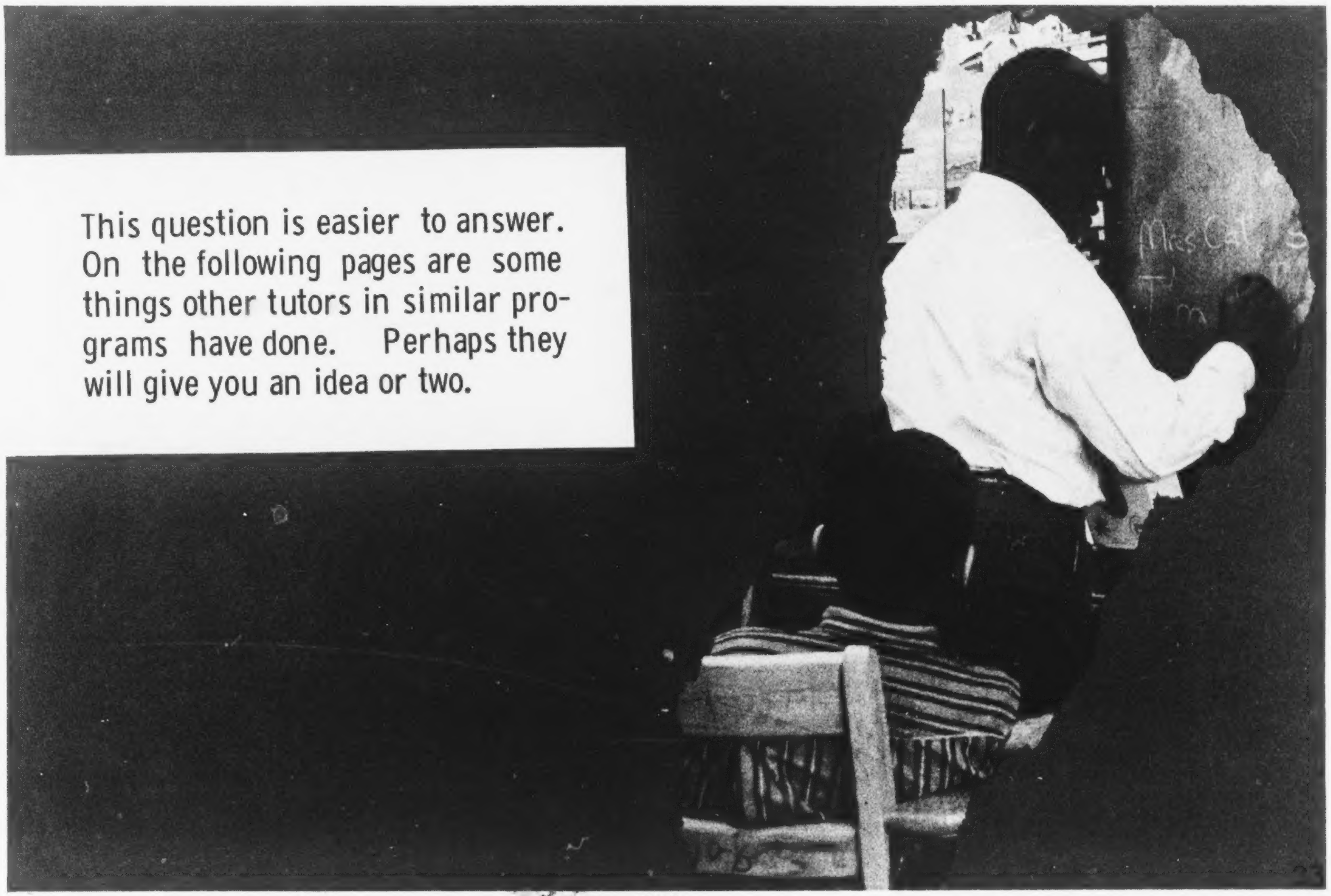
13

17

Nobody can really tell you how to act.
Just hang loose and be yourself!




What should I do?



This question is easier to answer. On the following pages are some things other tutors in similar programs have done. Perhaps they will give you an idea or two.

PICTURES:

Pictures can help with reading. In books they often give children clues as to what words mean. Sometimes they help children to think of stories of their own.

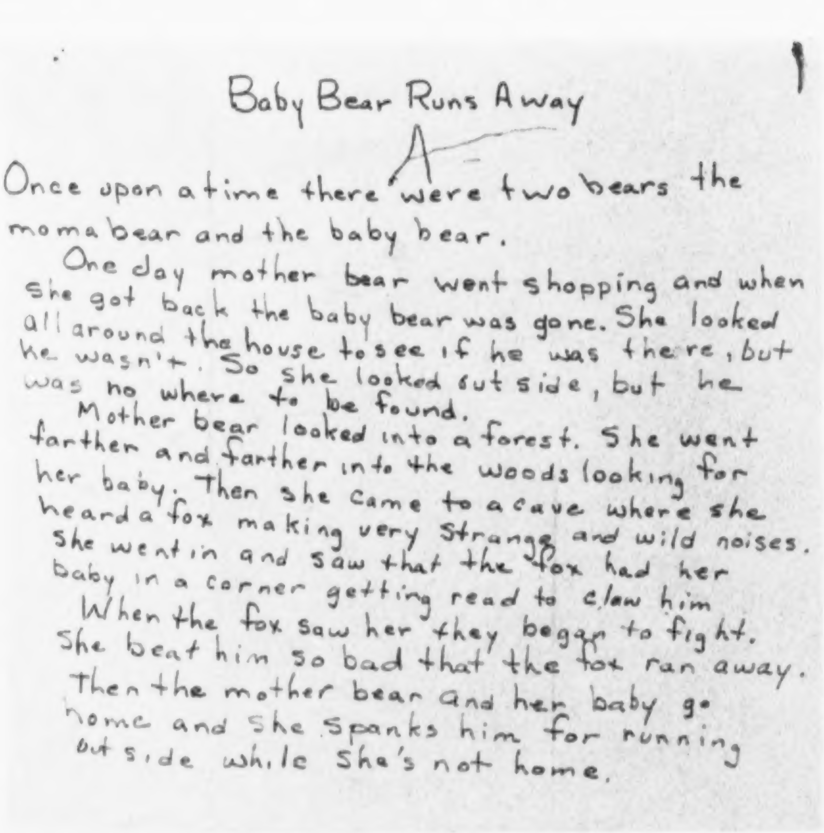
Maybe you and your tutee could flip through a magazine, cut out a picture you both like and make up a story about it to read again and again.

My Turtle Sam

My turtle's name is Sam. Everyday I bring him to his pond He plays with my ducks.

One day I went to take him out of the pond. But when I got there I could not find him. So I told my mother and father. We looked everywhere, but we could not find him. My father told me that he was taking a ride to buy a new turtle. But I did not want a new turtle I wanted my Sam.

We were beginning to give up when I felt something crawling on my feet. When I looked down Sam was there. I put him in the pond And watched him all day. And I promised that I would never leave him agein.



1

Baby Bear Runs Away

A

Once upon a time there were two bears the moma bear and the baby bear.

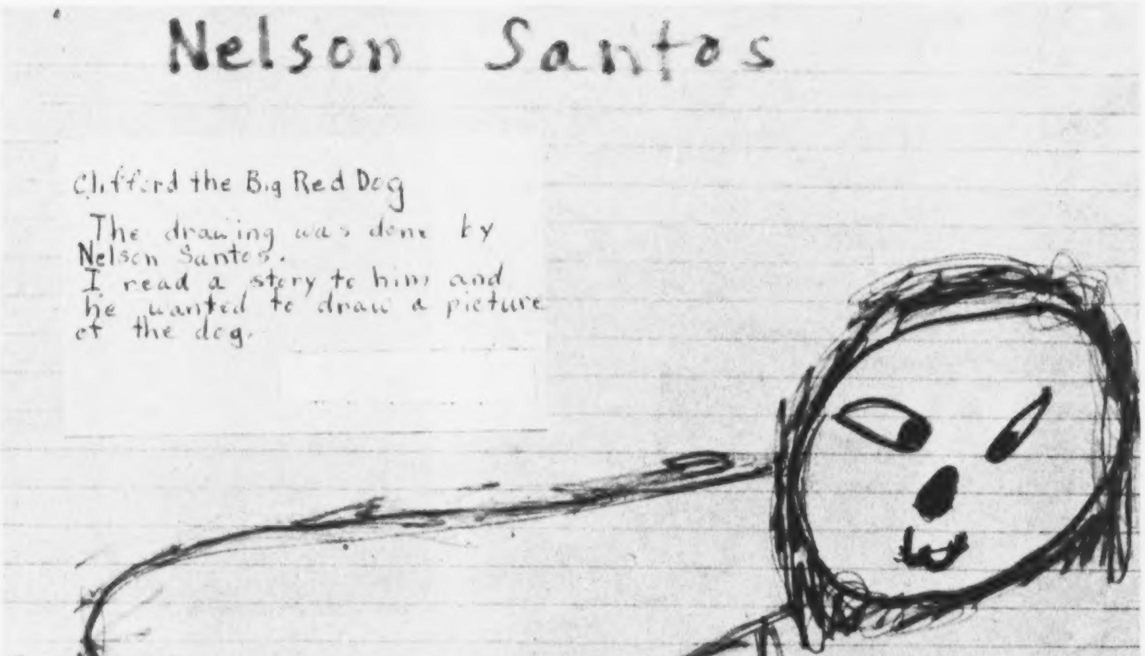
One day mother bear went shopping and when she got back the baby bear was gone. She looked all around the house to see if he was there, but he wasn't. So she looked out side, but he was no where to be found.

Mother bear looked into a forest. She went farther and farther into the woods looking for her baby. Then she came to a cave where she heard a fox making very Strange and wild noises. She went in and saw that the fox had her baby in a corner getting read to claw him

When the fox saw her they began to fight. She beat him so bad that the fox ran away.

Then the mother bear and her baby go home and She spanks him for running out side while She's not home.

Better yet, let him draw his own picture....perhaps it will inspire him to write a story or maybe he will want a picture to go with a story he has already written.



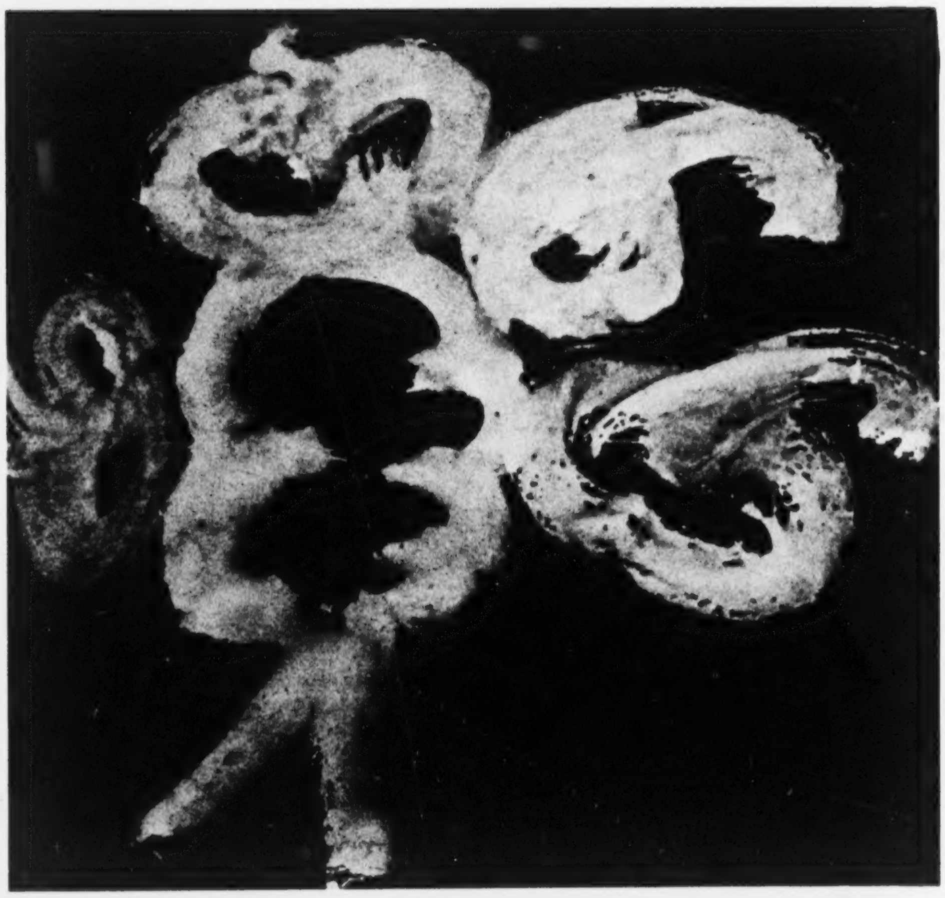
Clifford the Big Red Dog

The drawing was done by Nelson Santos.
I read a story to him and he wanted to draw a picture of the dog.

AN. Apple Tree

An apple tree grow big
It have apples on it.
The tree is green, the
apples are green and red.
I like to eat red apples.
My picture of an apple tree
is blue.

an an
it it
of Of
tree tree

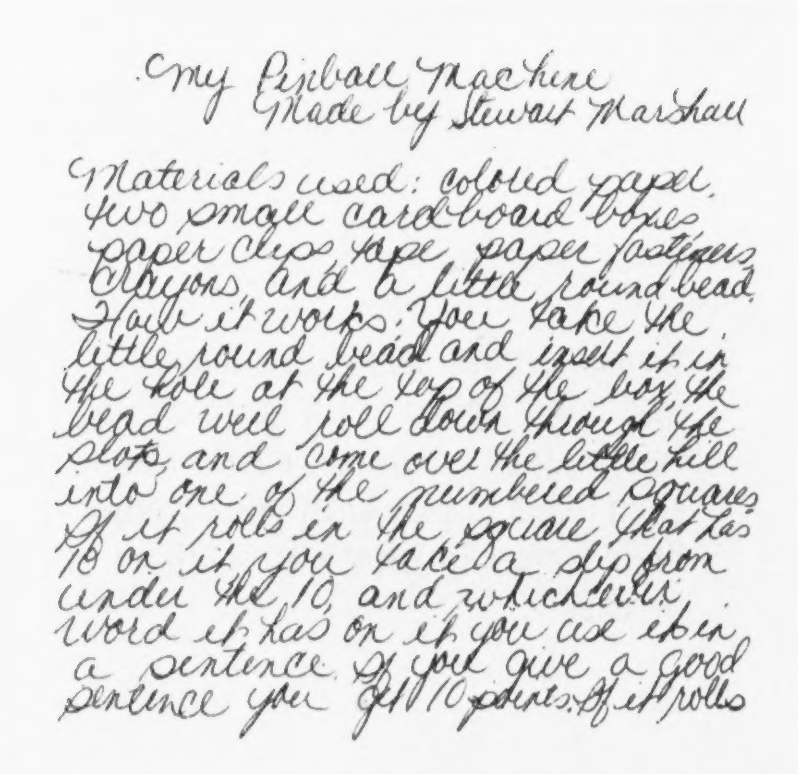


Recess

GAMES AND GIMMICKS:

On the next few pages are some games made by tutors. Some are original, some are taken from books. None of them requires elaborate materials ... just paper, pencils, crayons, staples or tape and perhaps an old cardboard box.

Games always spark up a lesson and often help a child learn while having fun. You can easily make up a game to play with your tutee or to have him play with a friend or two.

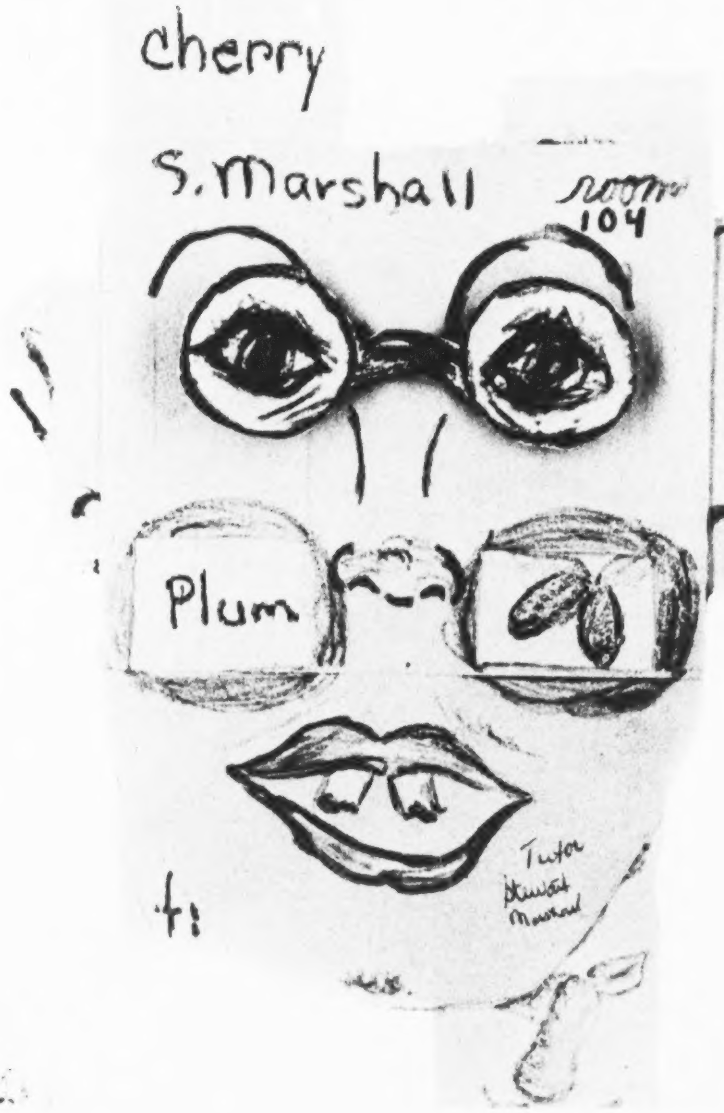


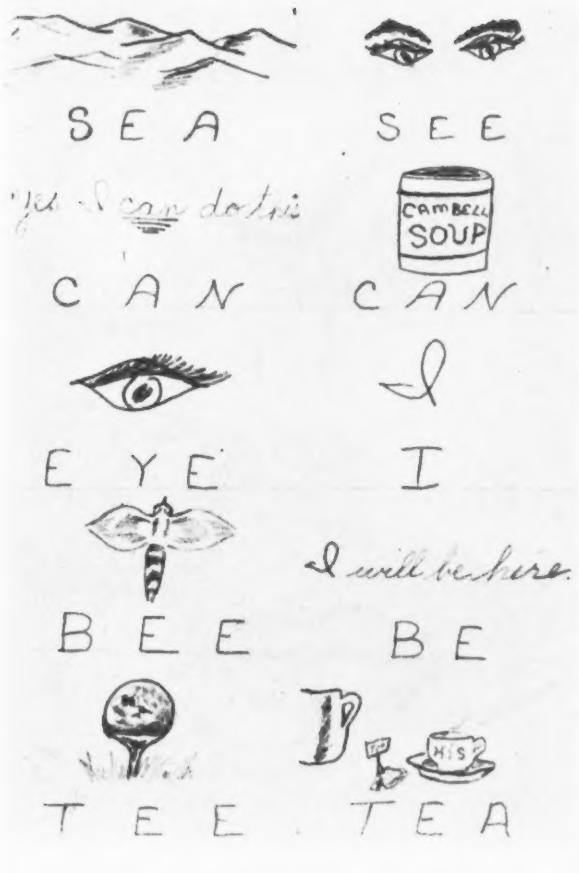
My Pinball Machine
Made by Stewart Marshall

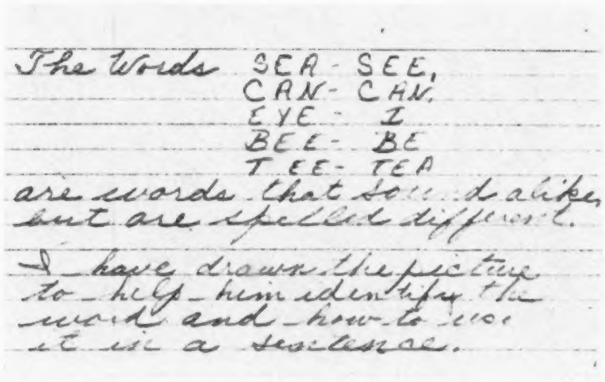
Materials used: colored paper. two small cardboard boxes paper clips tape paper fasteners Crayons and a little round bead. How it works: You take the little round bead and insert it in the hole at the top of the box, the bead well roll down through the slots and come over the little hill into one of the numbered squares. If it rolls in the square that has 10 on it you take a slip from under the 10, and whichever word it has on it you use it in a sentence. If you give a good sentence you get 10 points. If it rolls

in the square that has 25 on it you take a slip on top of the pile and divide it into syllables if you divide it correctly you will get 25 points. If it rolls in the square that has 50 on it, you take a slip on top of the pile and you rhyme the word as many times as you can, if you do it correctly you will get 50 points.

If it rolls in the square that has 100 on it you take a slip from on top of the pile and for the word you give a sentence for it, rhyme it as many times as you can, and divide it into syllables. The first person that gets 300 points wins the game. And also with the tutee you could ask him or her what the word means what does the animal look like or where would you find this certain thing?



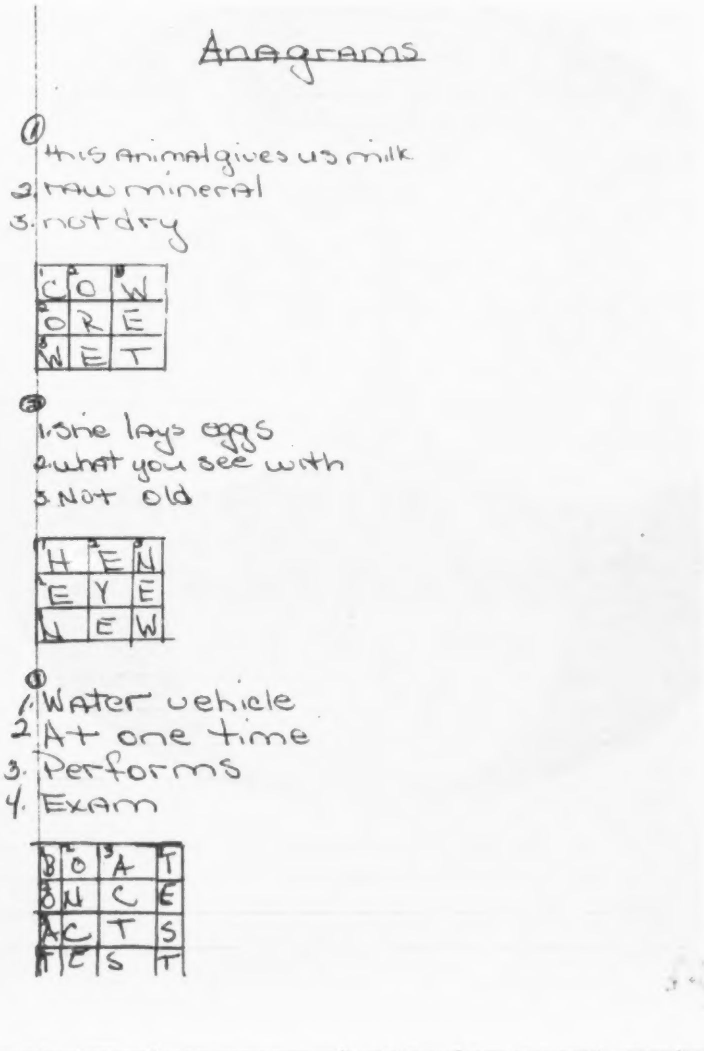

SEA
SEE
yes I can do this
CAMBELL SOUP
CAN
CAN
I
EYE
I
I will be here.
BEE
BE
HIS
TEE
TEA


The Words SEA - SEE,
CAN - CAN.
EYE - I
BEE - BE
TEE - TEA
are words that sound alike,
but are spelled different.

I have drawn the picture
to help him identify the
word and how to use
it in a sentence.

You could try making up a word game . . .

a cross - word puzzle . . . .



Anagrams

①
this animal gives us milk
2. raw mineral
3. not dry

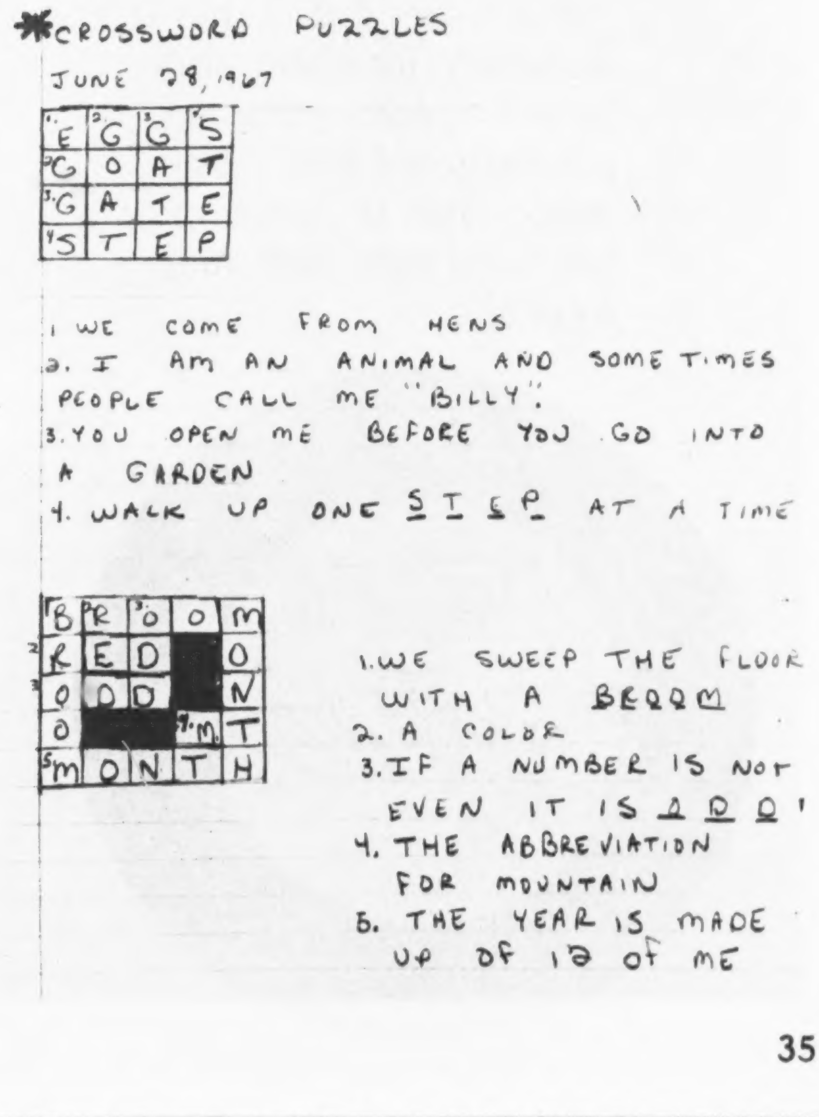
C	O	W
O	R	E
W	E	T

②
1. she lays eggs
2. what you see with
3. Not old

H	E	N
E	Y	E
N	E	W

③
1. Water vehicle
2. At one time
3. Performs
4. Exam

B	O	A	T
O	N	C	E
A	C	T	S
T	E	S	T



✱CROSSWORD PUZZLES
JUNE 28, 1967

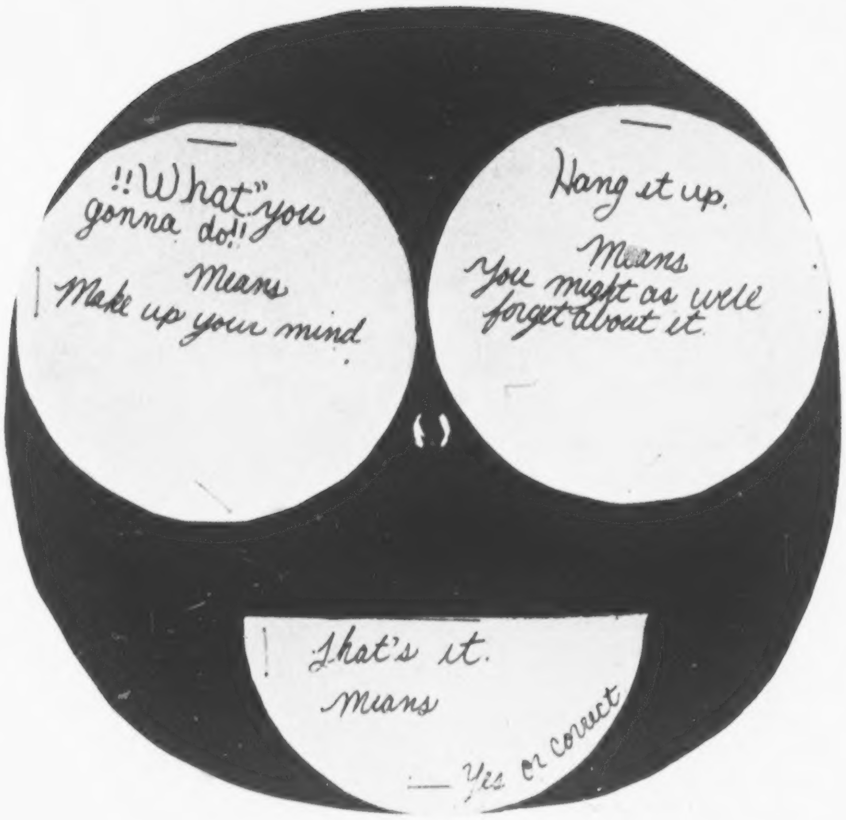
E	G	G	S
G	O	A	T
G	A	T	E
S	T	E	P

1 WE COME FROM HENS
2. I AM AN ANIMAL AND SOMETIMES PEOPLE CALL ME "BILLY".
3. YOU OPEN ME BEFORE YOU GO INTO A GARDEN
4. WALK UP ONE S T E P AT A TIME

B	R	O	O	M
R	E	D	■	O
O	O	D	■	N
O	■	■	M	T
M	O	N	T	H

1. WE SWEEP THE FLOOR WITH A BROOM
2. A COLOR
3. IF A NUMBER IS NOT EVEN IT IS O D D'
4. THE ABBREVIATION FOR MOUNTAIN
5. THE YEAR IS MADE UP OF 12 OF ME

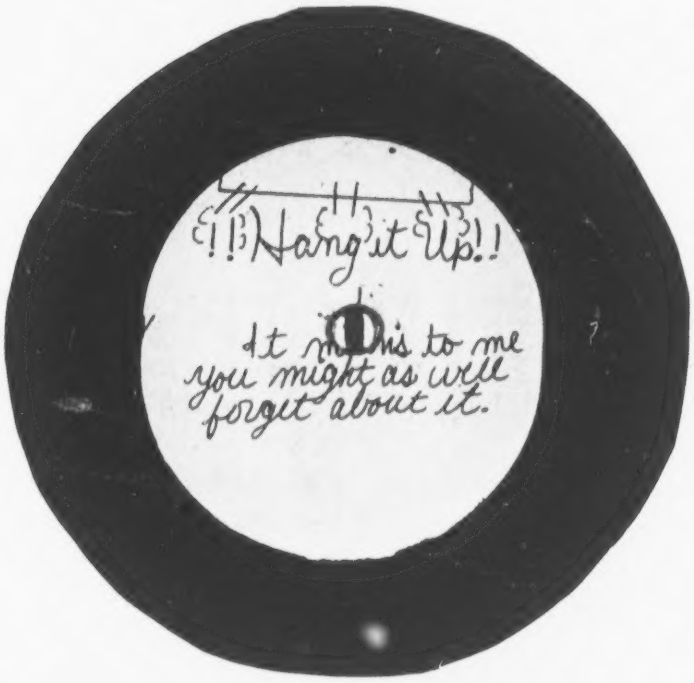
These tutors made a hip dictionary (or hiptionary) by writing down slang expressions and their meanings. This is something you could make with your tutee also.



!! What" you gonna do!!
Means
Make up your mind

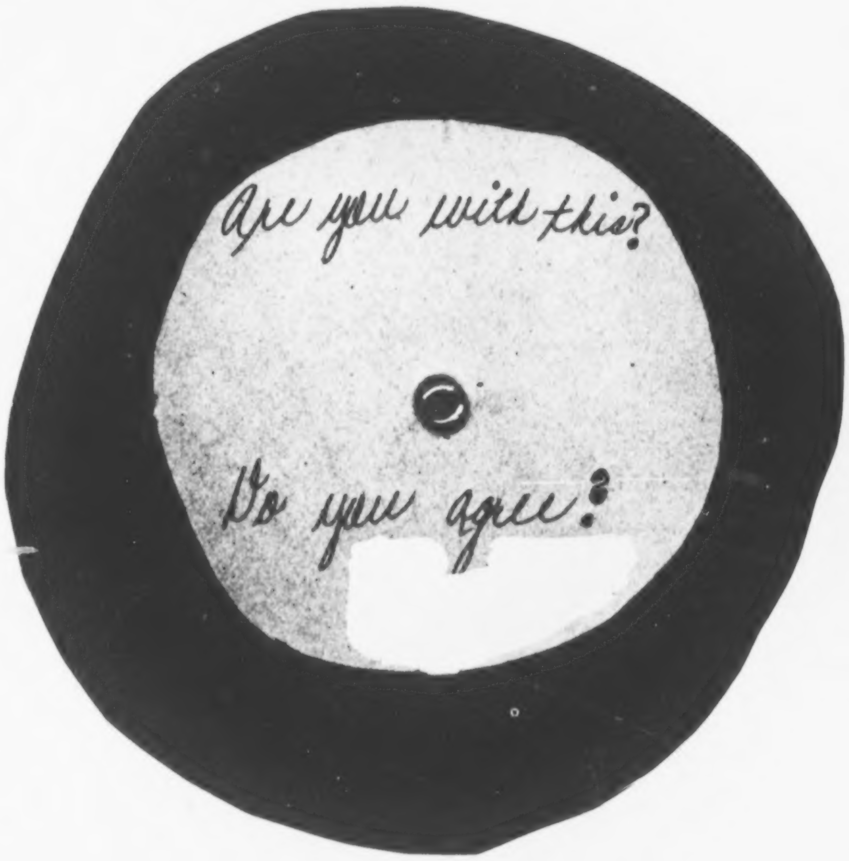
Hang it up.
Means
You might as well forget about it.

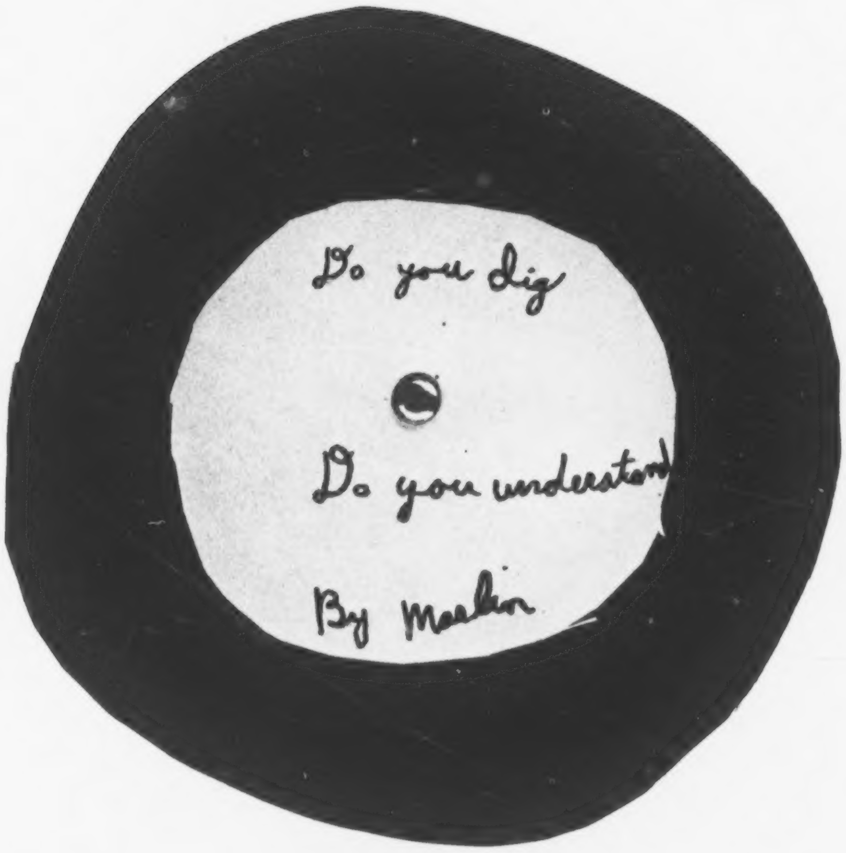
That's it.
Means
— Yes or correct



!! Hang it Up!!

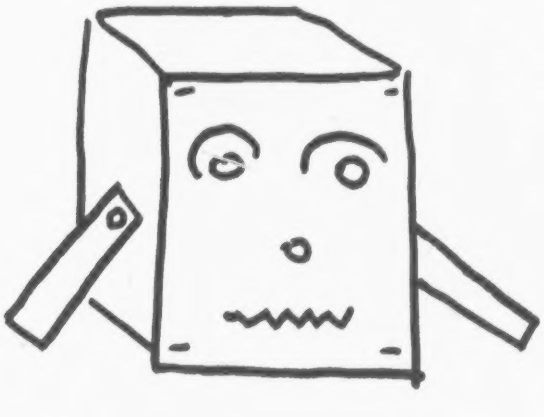
It means to me you might as well forget about it.


Are you with this?
Do you agree?

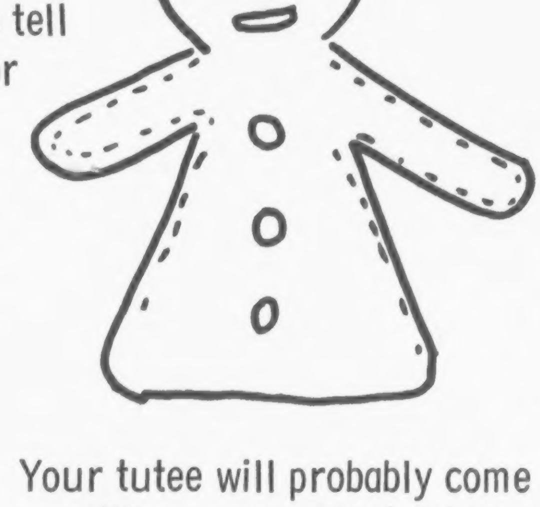

Do you dig
Do you understand
By Marlin

Basic Fundamentals
Root words
Inflected endings
Plurals - s, es, ies
Prefixes - Suffixes
Doubling the Cons
Contractions
Compound Words
Comparisons
Final

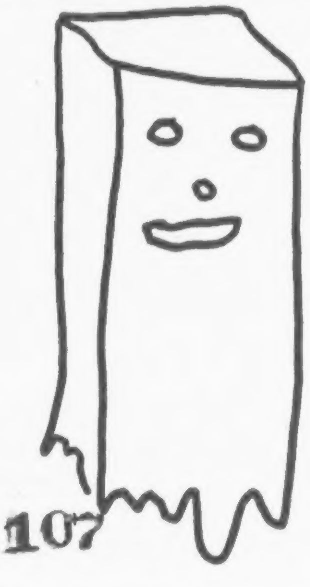
PUPPETS:



Puppets can be an exciting experience for both tutor and tutee. You could have your tutee make his own puppet. He can use his puppet to tell a story, act out a role, or just talk about himself.



Materials that can be used:
paper bags
odds and ends of fabric
old socks
empty milk containers
buttons, sequins, braid yarn



Your tutee will probably come up with some wonderful ideas of his own.

46

TRIPS:

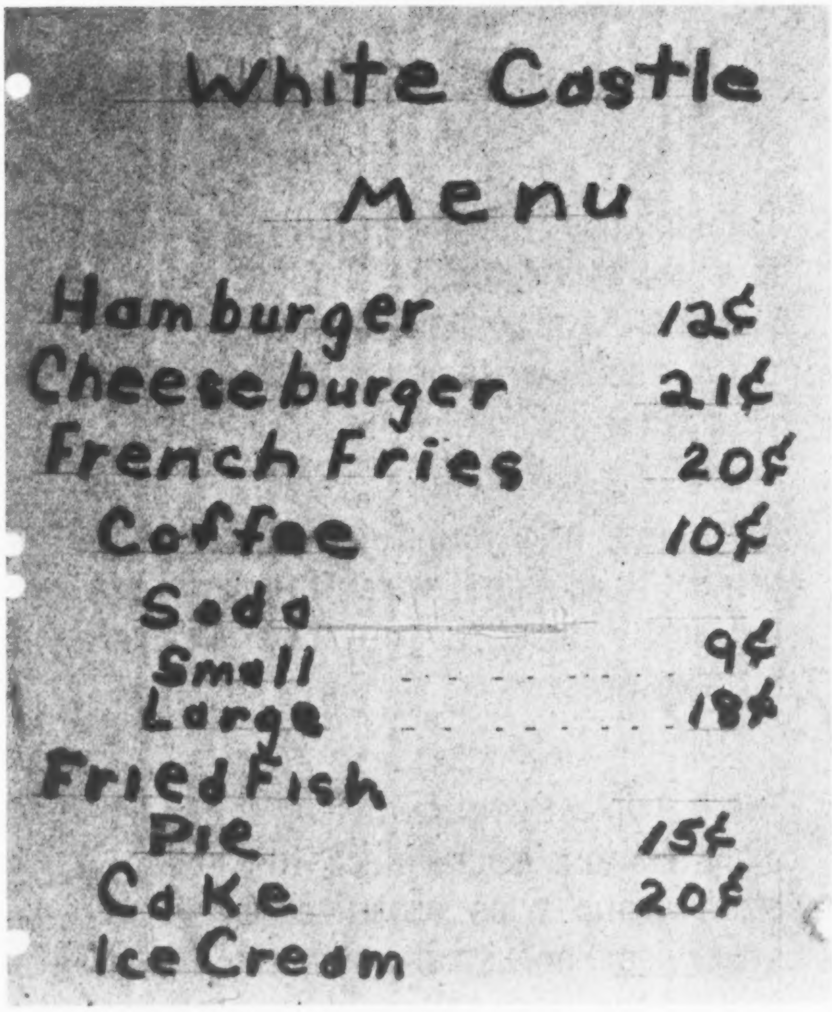
Tutoring does not mean sitting glued to a book every minute. Getting outside the classroom often will give you more to talk, write and read about with your tutee.

As you go, help your tutee notice everything. Read signs, watch the men working in the street, if you have a camera, take pictures.

Take a trip with your tutee. It can be a big trip to a special place (these are often group trips organized by your supervisor) or a smaller trip ... a walk around the block, a trip to the park, a visit to the firehouse on the corner.

When you return, talk, write, paint, make a booklet about it.

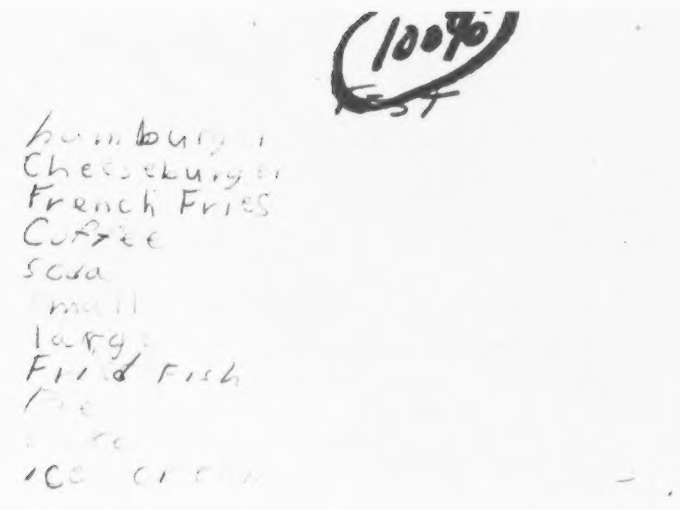
Because her tutee would rather eat than read, this tutor found a way to do both. She promised her tutee a trip to the White Castle restaurant for a hamburger if he could learn to spell all of the words on the menu.



White Castle

Menu

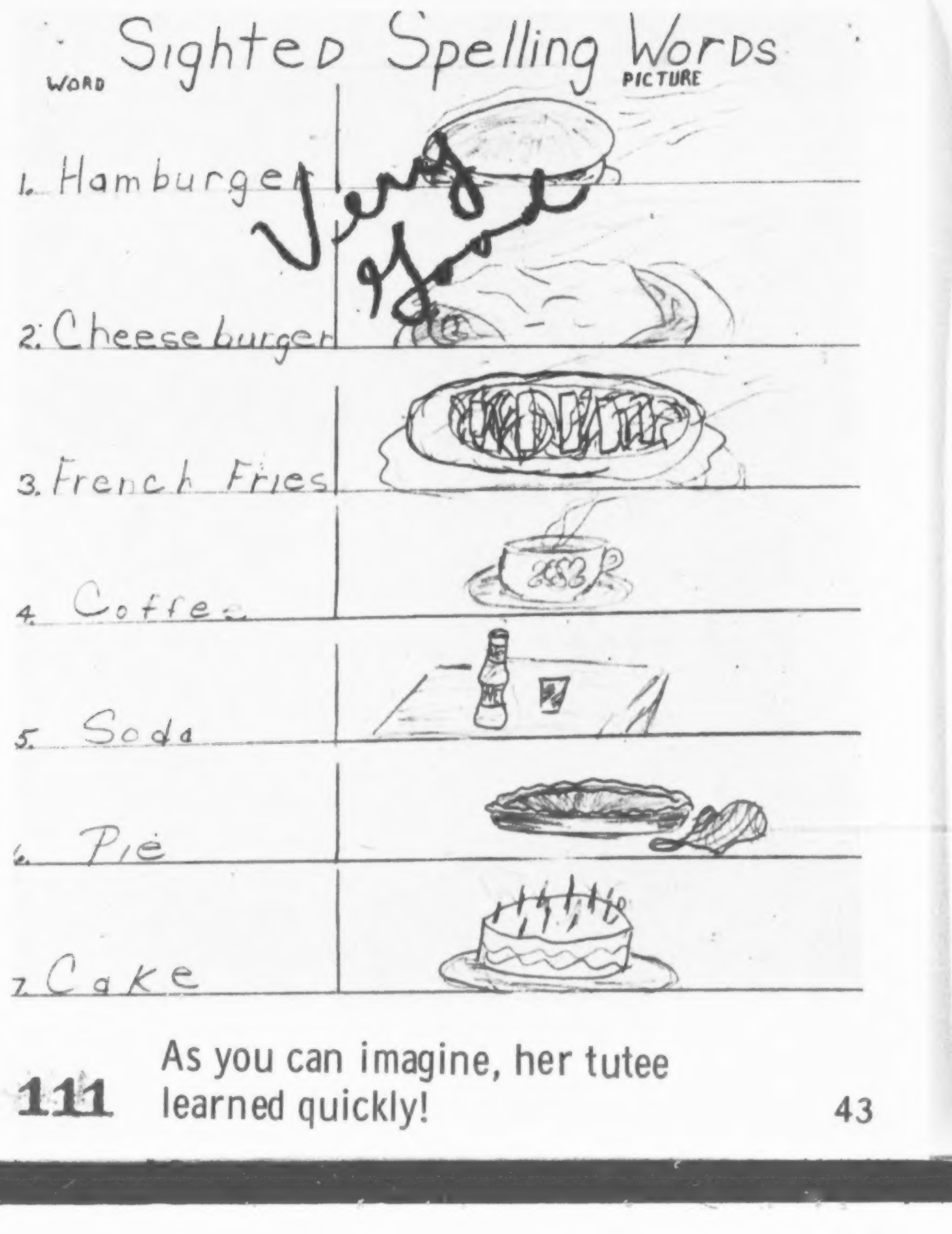
Hamburger	12¢
Cheeseburger	21¢
French Fries	20¢
Coffee	10¢
Soda	
Small	9¢
Large	18¢
Fried Fish	
Pie	15¢
Cake	20¢
Ice Cream	



100%

Test

hamburger
Cheeseburger
French Fries
Coffee
Soda
small
large
Fried Fish
Pie
Cake
Ice Cream

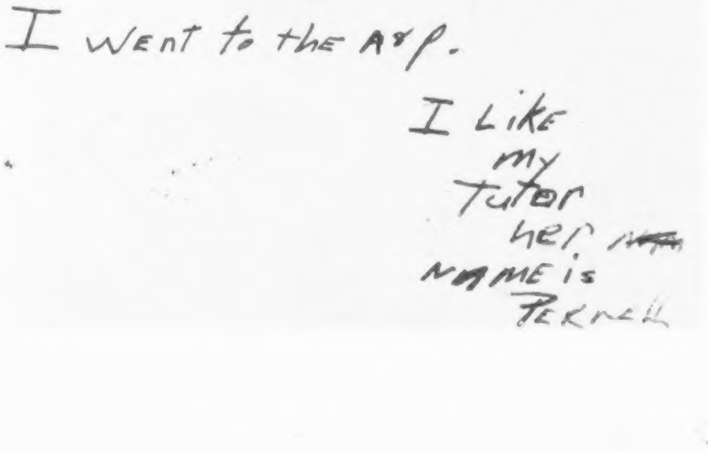


Sighted Spelling Words

WORD	PICTURE
1. Hamburger	
2. Cheeseburger	
3. French Fries	
4. Coffee	
5. Soda	
6. Pie	
7. Cake	

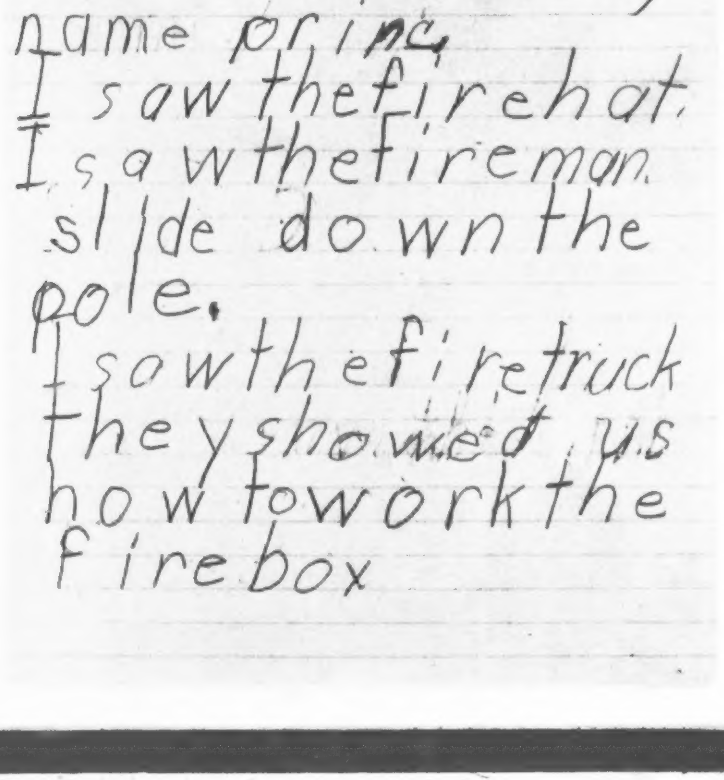
Very Good

111 As you can imagine, her tutee learned quickly!

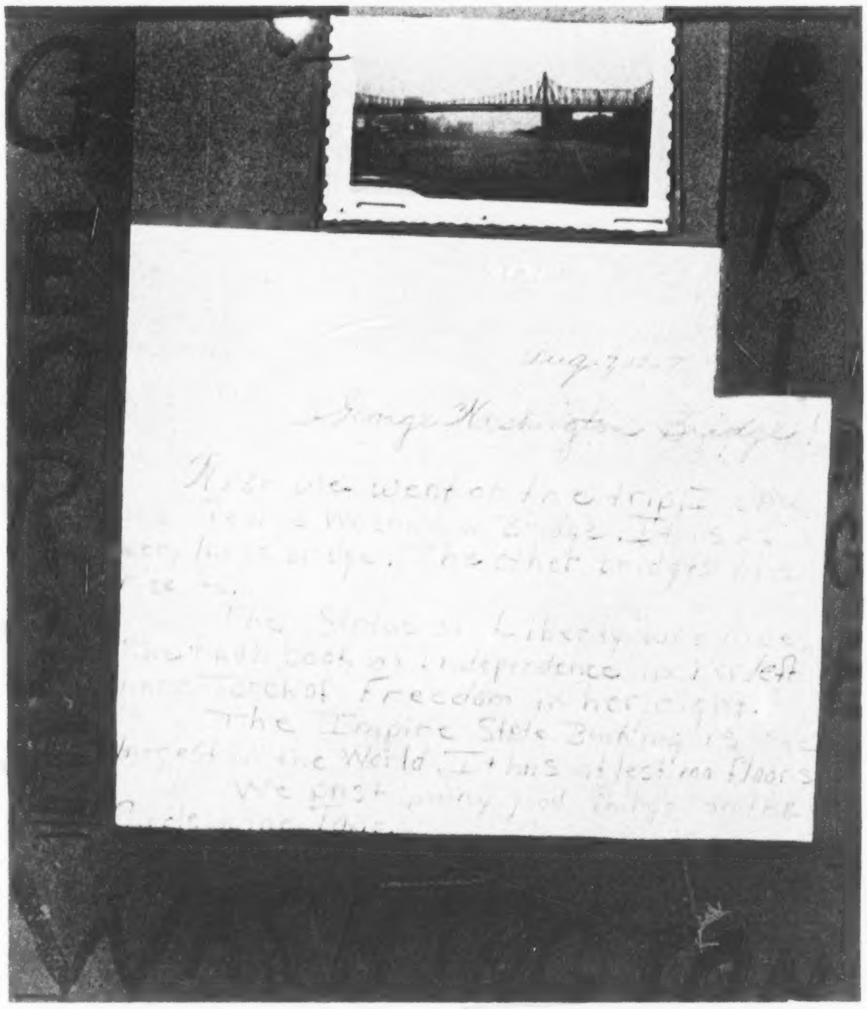


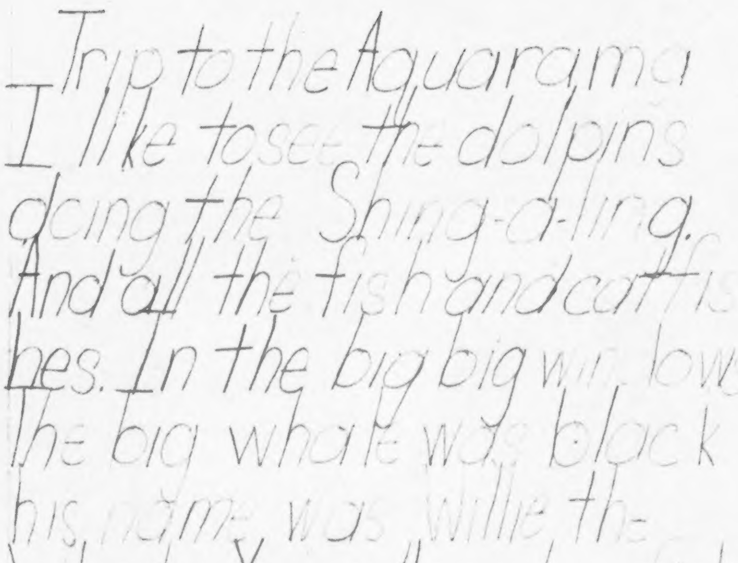
1. I went to the A&P. I saw
Some apple and some banana.
Some water melons and candy
I saw some people
And other Kind of fruits
I went to the A&P.

I LIKE
my
Tutor
her ~~nam~~
NAME is
PERNELL



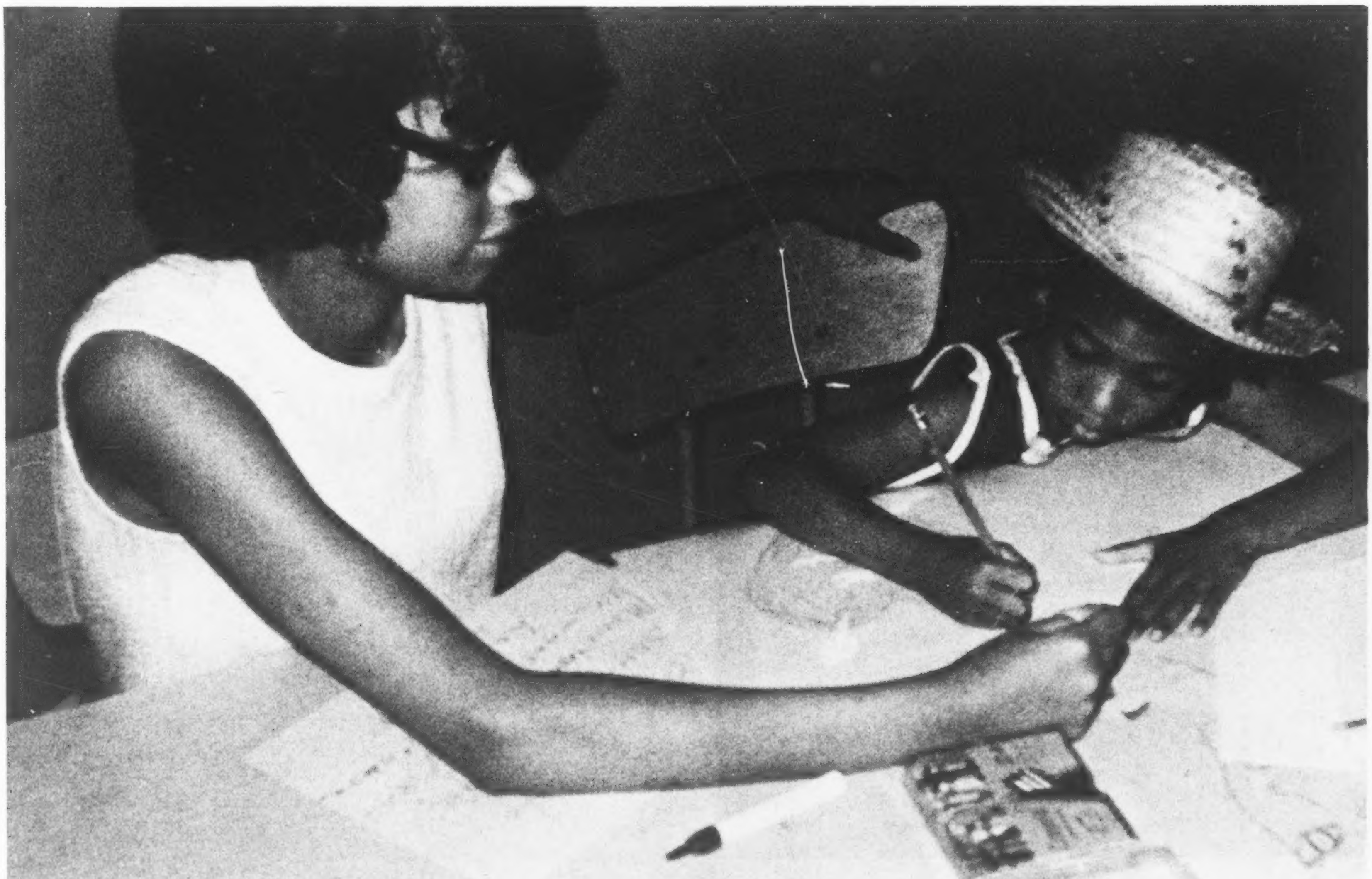
MyTriptotheFire-
house.
I like thefirehouse.
I like thefire dog-
name prinC,
I saw thefirehat.
I sawthefireman.
slide down the
pole.
I sawthefiretruck
theyshowed us
how toworkthe
firebox





Trip to the Aquarama

I like to see the dolpins doing the Shing-a-ling. And all the fish and cat fishes. In the big big win lowe. The big whale was black his name was Willie the Whale. You will see big fish, little fish. In one window you will see a big turtle



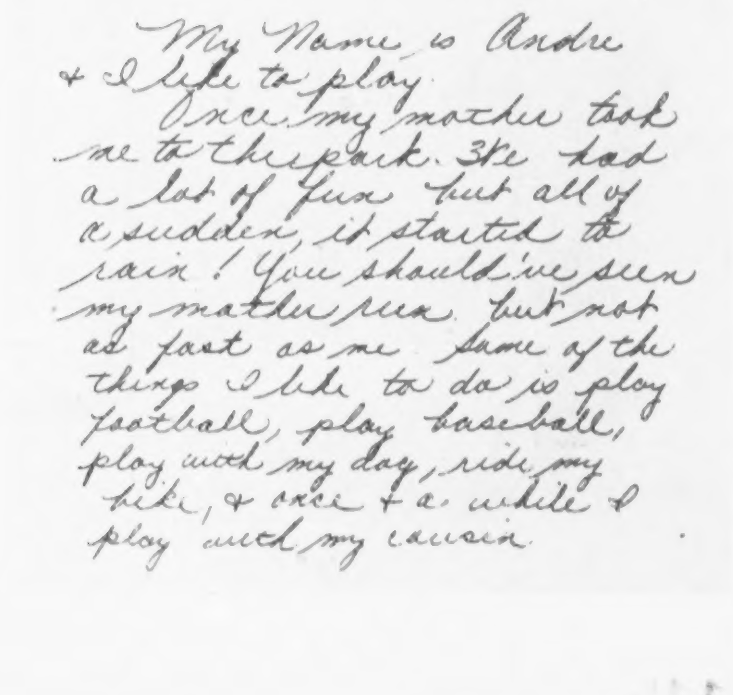
WRITING:

Writing is related to reading. A child often remembers best the words he uses in his own stories.

Let your tutee write about what he knows best ... his family, his friends, the baseball game he played yesterday. If he has trouble writing, you could write his story down as he tells it. Perhaps you will want to keep a booklet of his stories to read with him later and have others read too. You could even type them if there is a typewriter handy.

His writing will also give you a clue as to what words he doesn't know and what kinds of reading problems he has so that you can make up more specific exercises and games to help him.

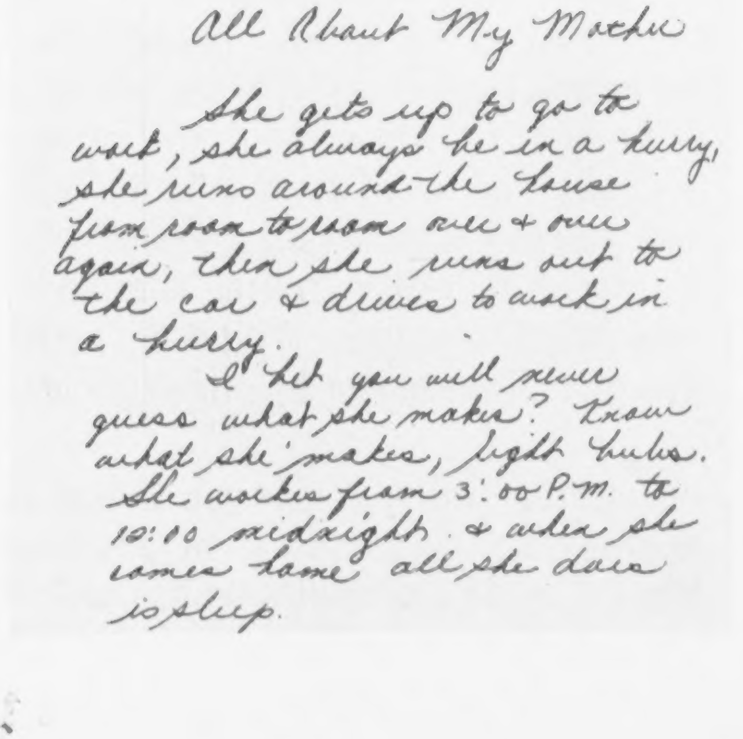
Andre dictated his stories to his tutor who wrote them down and helped him make a booklet of them.



All About Me

My Name is Andre & I like to play.

Once my mother took me to the park. We had a lot of fun but all of a sudden, it started to rain! You should've seen my mother run but not as fast as me. Some of the things I like to do is play football, play baseball, play with my dog, ride my bike, & once + a while I play with my cousin.



All About My Mother

She gets up to go to work, she always be in a hurry, she runs around the house from room to room over & over again, then she runs out to the car & drives to work in a hurry.

I bet you will never guess what she makes? Know what she makes, light bulbs. She works from 3:00 P.M. to 12:00 midnight. & when she comes home all she does is sleep.

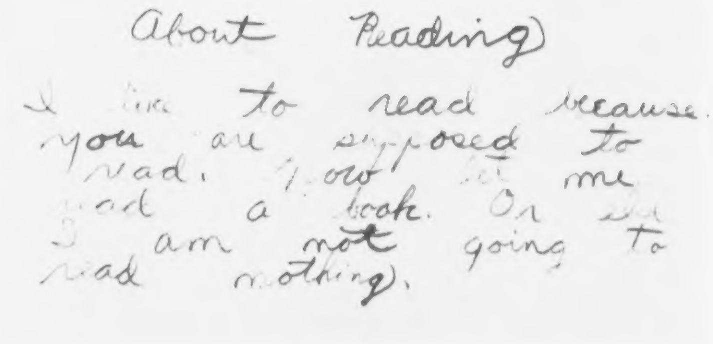
This is My teacher in School

DADDY

Daddy he is a Joker, he always Jokeing he dont never stop Jokeing He alway have a funny joke to tell ~~want~~ one day he might be the Joker on that man. If he was it will be no good the show is bad enough I glad he is a joker because it is fun to hear him tell a joke.

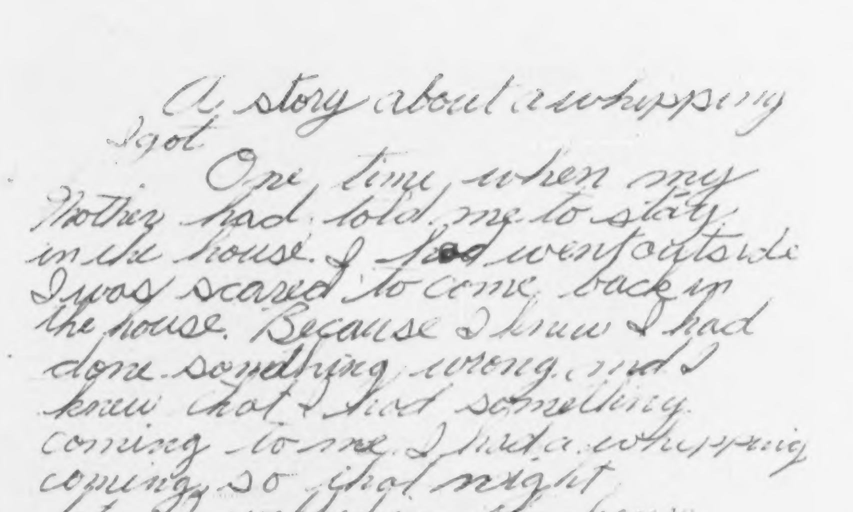
BROTHER

I have a brother his name is Jimmy he is a very sweet bey Boy he is a teenager. He let me hit on ~~[illegible]~~ him. He do not hit me back. He is heavy handed. He is very smart boy. He is so nice to me. But ~~so~~ he said that he was not going a get marry. He go with girls he don't want me to follow him he get mad...



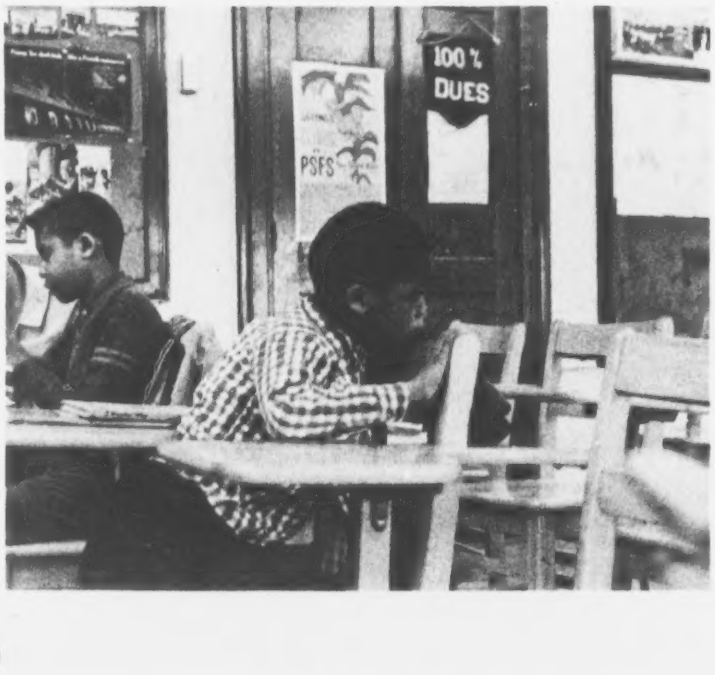
About Reading)

I like to read because you are supposed to read. Now let me read a book. Or else I am not going to read nothing).



A story about a whipping I got.

One time when my Mother had told me to stay in the house. I ~~had~~ went outside I was scared to come back in the house. Because I knew I had done something wrong, and I knew that I had something coming to me. I had a whipping coming, so that night late, I walked in the house My father was waiting for me. And when I stepped in I got the worst whipping of my life and I'll never do it again.



Most of all, let him write anything. If he is angry, afraid, excited, let him talk and write about it.

page-1

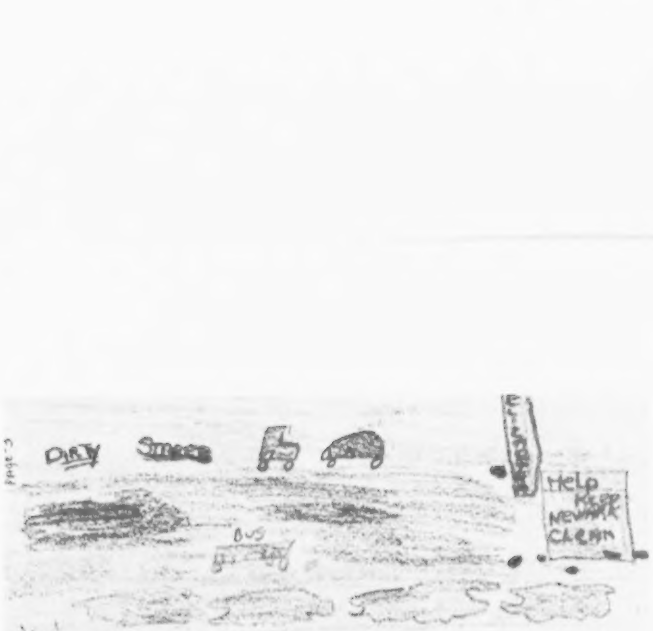
July 12, 1967

Elizabeth Avenue

They dont keep it clean. The sweeping man has to get up early in the morning and sweeps the streets and when he turns around the papers is right back on the streets. Nobody picks up papers even when a basket is next to them.

The park is nice and green and the branches are in good health. The flowers are nice and lovely when the boys don't pick them.

Men when they are drinking beer they throw their cans into the green lovely grass and it look like a dump truck.



The boys climb the trees and let the limb fall down on the green grass and

never picks them up.

I went too park on 4 of July and it was nice and clean they had a sign - boys keep out but they still comes in there and mess it up

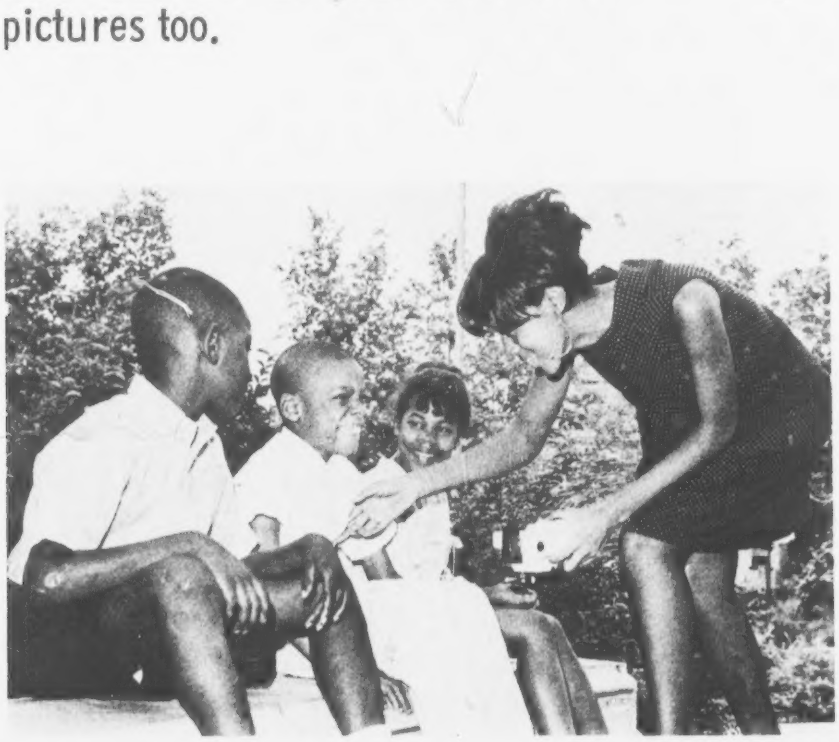
5

GADGETS:

Tape Recorders - Most children love to record and play back their voices on a tape-recorder. Besides being fun, the tape-recorder can help with tutoring. Maybe your tutee will want to dictate a story for you to write down later. You might want to record his reading aloud to play back to him and help make him aware of any problems he might have. You and your tutee might even want to take the recorder outside to interview people on the street as the tutors pictured on the next page have done.

Cameras - Taking pictures is another way of remembering experiences you and your tutee share. Take a camera along when you take a trip. It will help you both be more aware of everything you see around you.

You might also want to take a picture of your tutee on your first session together to begin an "All about Me" booklet. You might want to take some interesting pictures on your own for your tutee to make up stories about. Let your tutee take pictures too.



Typewriters - Even children who have trouble writing will often like to try and peck out their own stories on a typewriter and they often learn new words just so they can see them in type. If possible, let your tutee try to write you a note or a story. You can help him with the spelling if he needs it. It might also be fun to type his stories for him and make a booklet to exchange with other tutees and use as a kind of reader.

ON THIS PAGE ARE SOME OF THE PERSONS INTERVIEWED BY TUTORS. THESE PEOPLE WERE ASKED QUESTIONS SUCH AS:

"WHAT DO YOU THINK OF THE RIOTS THAT HAVE OCCURED ACROSS THE COUNTRY?"

• WHAT DO YOU THINK OF TODAY'S TEENAGERS?"

" WHAT DO YOU THINK OF URBAN RENEWAL?"

"WHAT IS YOUR VIEW OF THE VIET NAM SITUATION?" AND OTHERS.

SOME MORE IDEAS:

Records -

Have your tutee select a song from a record (one that he does not know the words for). Type or write the words to the song on paper. Go over the harder words with your tutee. Next give him the song sheet, turn on the record and see if he can sing along. He'll learn many new words this way, especially if he likes the music.

Readers -

Sometimes it's fun to rewrite the readers, especially those with good pictures. Clip clean paper over the old words of the story leaving the pictures uncovered. Have your tutee write his own story to go with the pictures. Books illustrated with photographs are particularly suitable for this.

Comic Books -

Cross out captions in a comic book or strip and have your tutee write his own captions. Or have your tutee draw his own strip and write a story to go with it.

Open-ended stories -

Type or write the beginning of a story out and have your tutee write the ending. Or tell the story and have your tutee tell the ending. You could record these stories on the tape-recorder and type them later for your tutee to keep and read.

Here are some brief story beginnings which may help you get started:

If I were President, I would . . . .

I love to play . . . because . . . .

If I had my choice of anyplace in the world to live, I'd go to . . . because . . . .

My kid brother (sister) makes me mad when he (she) . . . .

The funniest (scariest, saddest, etc.) thing that happened to me was the time that . . . .

Now you make up some beginnings.

Puzzles -

Find an attractive picture that you think your tutee will like. Paste it to a piece of cardboard (shirt cardboards are especially good). On the back of the cardboard write a story or a word exercise such as filling in the blanks in sentences about the picture. Cut up the puzzle and put it in a large envelope. Have your tutee put it together. When he finishes have him turn over the puzzle to read the story or do the exercise.

Pen-pals -

Find a pen-pal (either within the program or out of it) with whom your tutee can exchange letters. Actually mail the letters. Kids love to give and receive mail. (Your tutee might want to use the typewriter to write his letter.)

The ideas on the next few pages are taken from books which hopefully will be available for you to refer to. They are full of good tutoring ideas.

Adapted from Listening Aids Through the Grades by David A. Russell and Elizabeth Russell (Teachers College Press, Columbia University, New York, New York).

Listen and Do Game (p. 81 - 82) -

Give your tutee a sheet of paper and tell him you are playing a game to see how well he listens and follows directions. When he's ready give him oral directions to follow on paper. Give each direction only once.

From SPICE: Suggested Activities to Motivate the Teaching of Language Arts in the Elementary School, by Mary E. Platts, Sister Rose Marguerite and Esther Shumaker (Educational Service, Inc., Benton Harbor, Michigan):

Directed Pictures (p. 74) -

Give your tutee a piece of paper on which you have written detailed directions for a picture for him to draw. (Be sure to leave lots of room for his drawing above or below your directions.) Tell him to read the directions aloud and draw a picture following the directions as closely as he can.

Making Sentences (p. 208) -

Write sentences on paper or strips of carboard. Cut the words apart, and put the words of each sentence into an envelope. See if your tutee can unscramble the words and make them into the original sentences. (Make sure you put the right words in each envelope.)

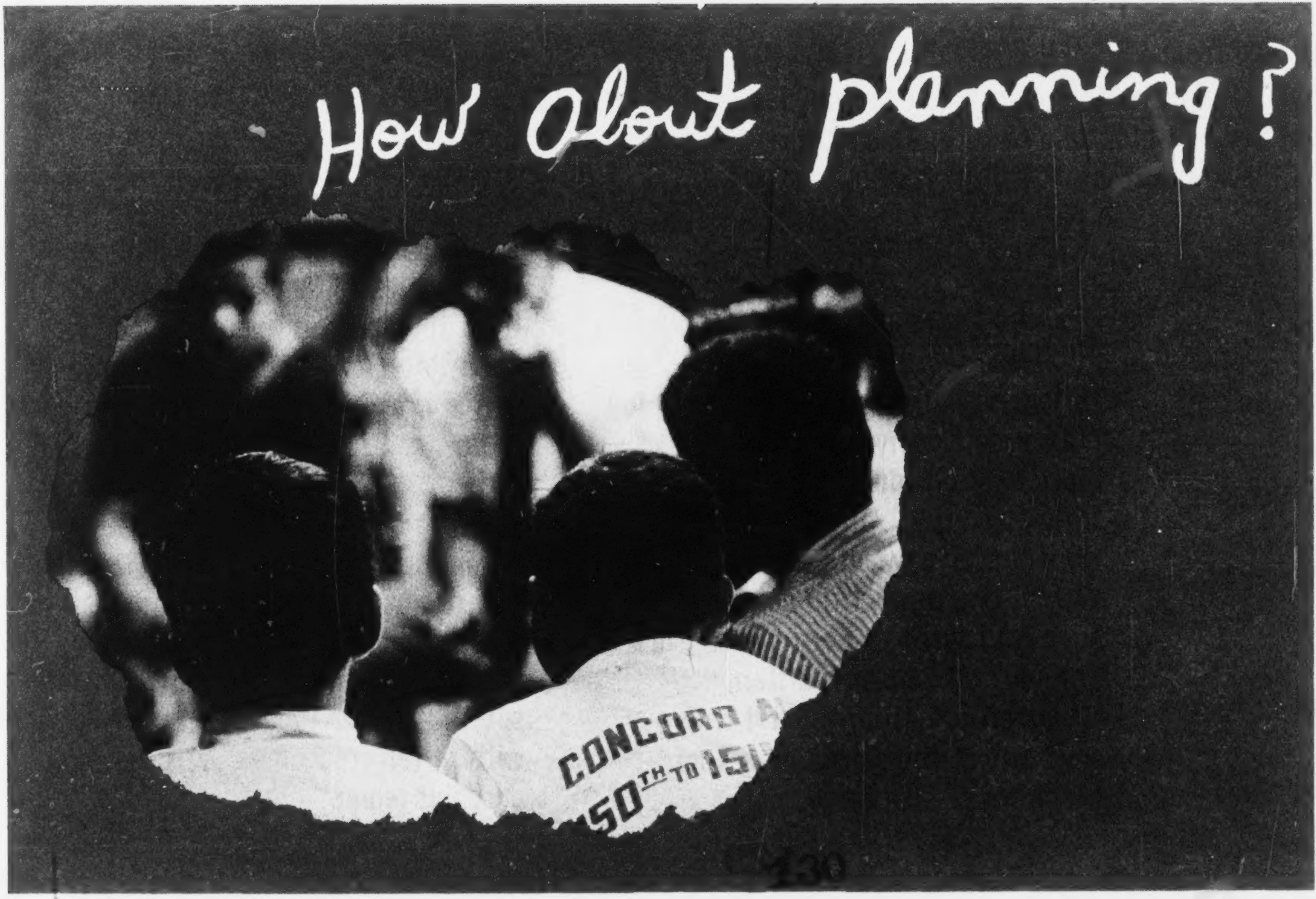
Adapted from PRIMER FOR PERCEPTION: How to Help Children Learn to Learn by Beatrice F. Goldszer, (Action-Housing, #2 Gateway Center, Pittsburgh, Pa.).

Sequence Game (p. 32) -

To learn beginning consonants play "Going to Kennywood Park" (or any place that children might be interested in). One child says "I went to Kennywood Park and took a kite." The next child continues by saying "I went to Kennywood Park and took a kite and a kitten." Children are eliminated if they omit any of the words or repeat them out of sequence.

Alphabet Game (p. 66) -

Begin by saying "List the alphabet from top to bottom on your papers; then try to list a name of a car for each letter of the alphabet." Check to see if children have included all letters of the alphabet in sequential order. When children need help in spelling automobile names, have them sound them out. Realize they will not be found in dictionaries. (Tutor and tutee could also walk down the street looking for correct spelling of car names.) Try this with other categories ... dogs, baseball teams, etc.

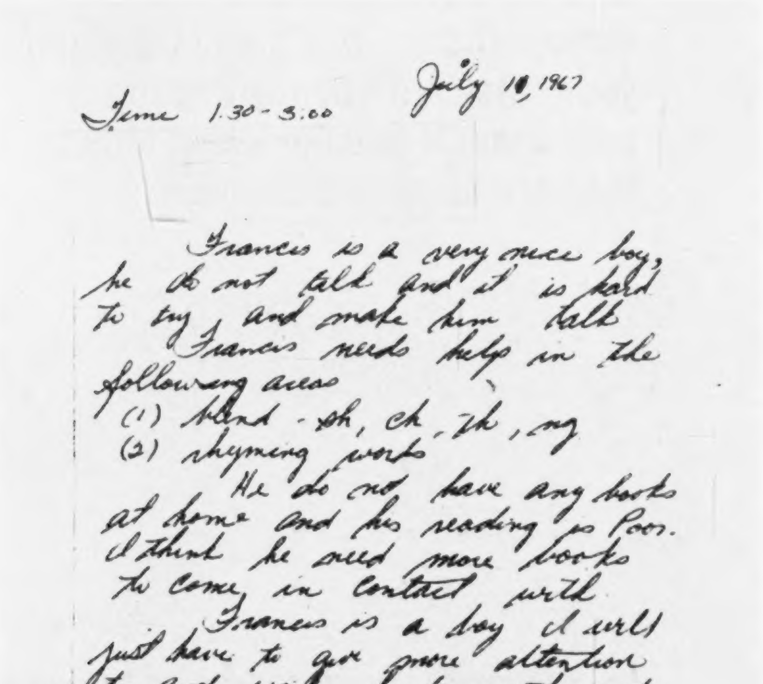

How about planning?
CONCORD A
50TH TO 151

Planning a lesson beforehand is important. It gives you a kind of schedule to follow so that you won't feel like you don't know what to do next. Usually it is best to plan lots of activities so that you will have more to choose from.

You probably will want to keep your daily plans in one book along with a daily diary on how your tutee is progressing. Perhaps your supervisor will provide a daily evaluation sheet to fill out like the ones pictured on the next page.

Just as it is important to make plans, it is important to know when to change them. If it's a hot day and your tutee isn't concentrating, maybe you'll need to take a walk to the park to get moving again.

In summary, don't be afraid to make plans and don't be afraid to break them when it seems right.



July 10, 1967

Time 1.30 - 3:00

Francis is a very nice boy, he do not talk and it is hard to try and make him talk

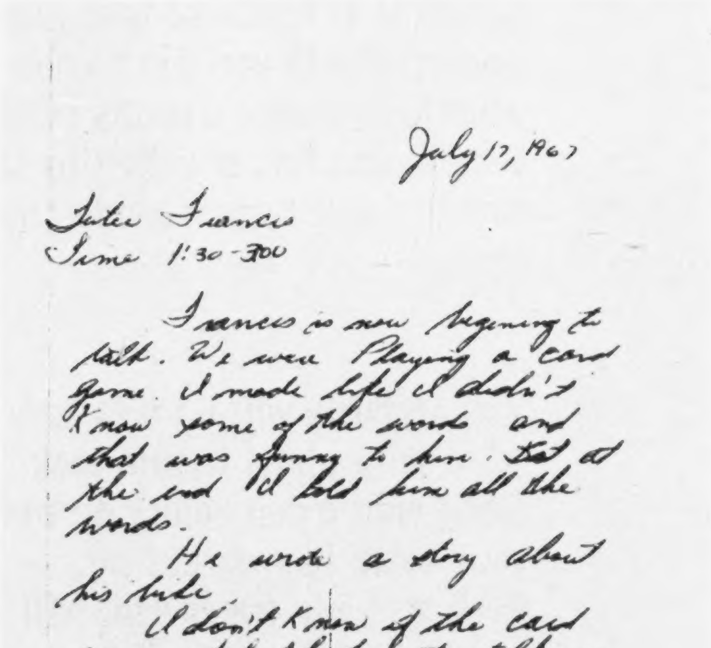
Francis needs help in the following areas

(1) blend - sh, ch, th, ng
(2) rhyming words

He do not have any books at home and his reading is Poor. I think he need more books to come in contact with

Francis is a boy I will just have to give more attention to and work harder with and Pray.

I think I can help



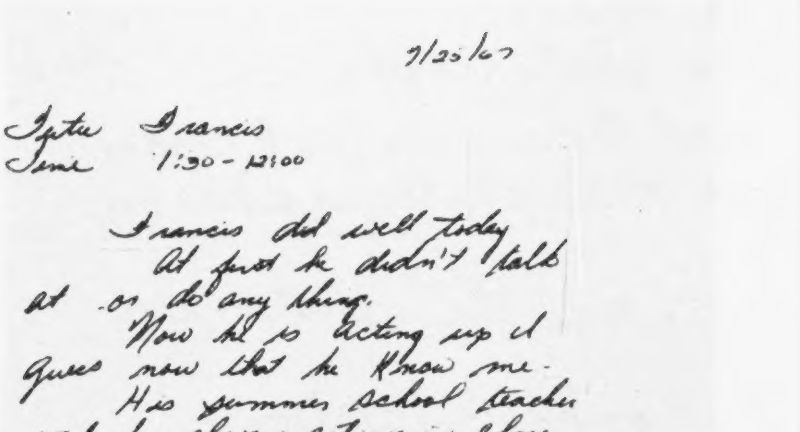
July 17, 1967

Tutee Francis
Time 1:30 - 300

Francis is now begining to talk. We were Playing a card game. I made like I didn't know some of the words and that was funny to him. but at the end I told him all the words.

He wrote a story about his bike

I don't know if the card game helped him to talk or not, but I'm glad he is talking

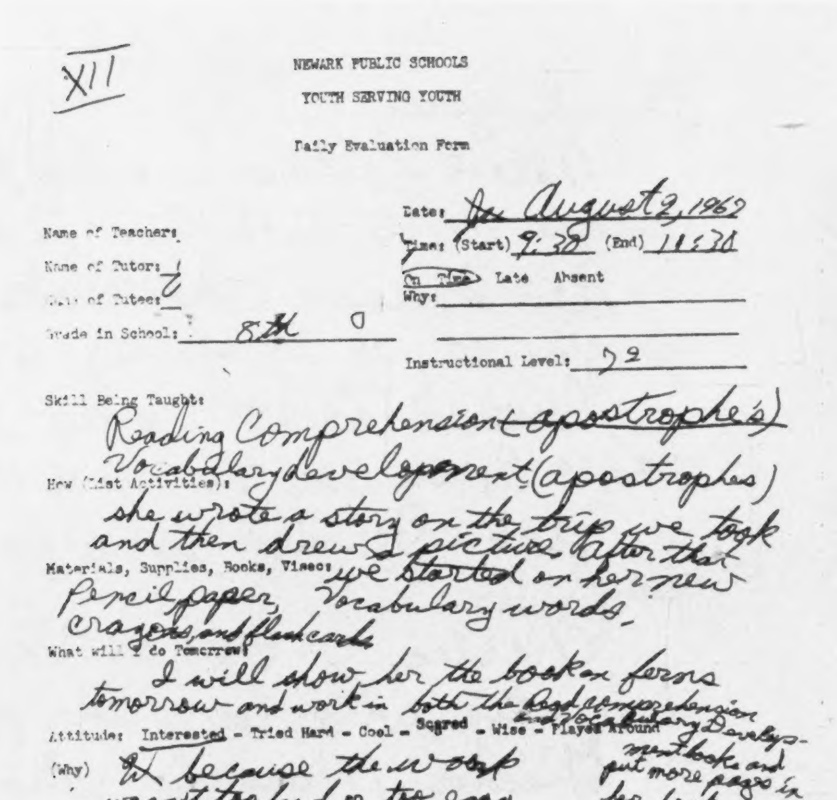


7/25/67

Tutee Francis
Time 1:30 - 12:00

Francis did well today
At first he didn't talk at .or do any thing.
Now he is acting up I guess now that he know me.
His summer school teacher said he always act up in class on front of his brother

I don't know what to say about him



XII

NEWARK PUBLIC SCHOOLS

YOUTH SERVING YOUTH

Daily Evaluation Form

Name of Teacher:

Name of Tutor:

Name of Tutee:

Grade in School: 8th

Date: ~~Ju~~ August 2, 1969

Time: (Start) 9:30 (End) 11:30

[✓ On Time] Late Absent

Why:

Instructional Level: 7 2

Skill Being Taught:
Reading Comprehension ~~(apostrophe's)~~
Vocabulary development (apostrophes)

How (List Activities):
she wrote a story on the trip we took and then drew a picture. After that we started on her new Vocabulary words.

Materials, Supplies, Books, Visuals:
Pencil, paper, crayons, and flashcards

What will I do Tomorrow:
I will show her the book on ferns tomorrow and work in both the ~~Read~~ comprehension and Vocabulary Development books and put more pages in her book.

Attitude: Interested - Tried Hard - Cool - Scared - Wise - Played Around

(Why) ~~It~~ because the work wasn't too hard or too easy and she didn't have to answer questions.

How can I improve it?
By making her days more like this one.

Signed:

Thank you ...

Allen Leitman who took the photographs on pages 14, 15, 16, 17, 18, 19, 20, 38, and 62.

Len Gordon who took the photographs on pages 10, 11, 21, 41, 42, 43 and the inside back cover.

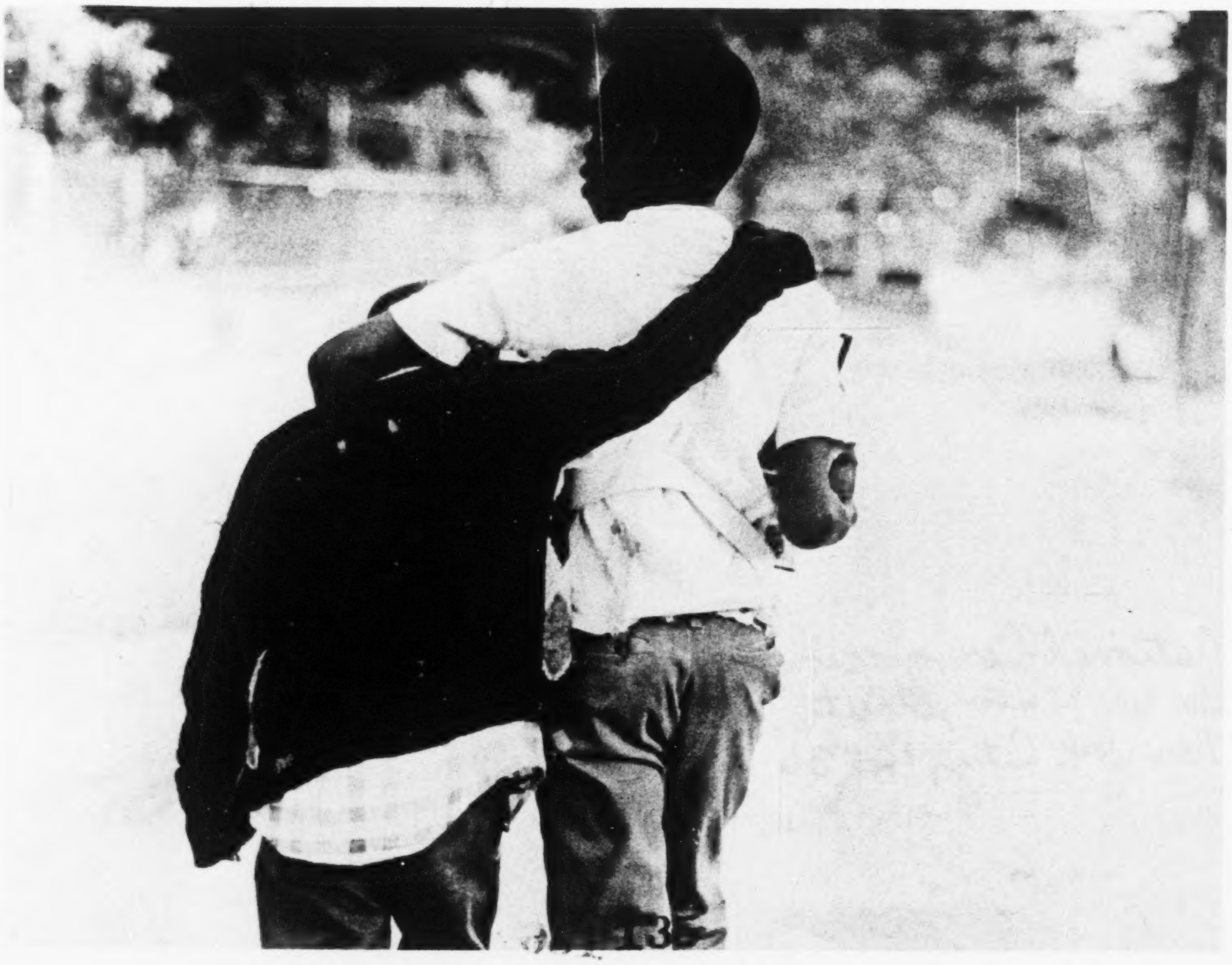
Newark News who lent the photographs on pages 9, 30, 32, 52, and 53.

Jack Dermid who contributed the photo on page 26.

Charles J. Ott of the National Audubon Society who took the photograph on page 27.

Gisela Hoelcl who took the photographs on pages 24 and 47.

Bill Heaney who took the photograph on page 8.



National Commission on Resources for Youth, Inc.
36 W. 44th Street
New York City, 10036

ED 063543

CG 007 144

FOR THE TUTOR

CG 007 144

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

PREPARED BY THE NATIONAL COMMISSION ON RESOURCES FOR YOUTH, INC.,
36 WEST 44th STREET, NEW YORK CITY 10036; MARY CONWAY KOHLER, DIRECTOR.

The ideas are those supported by the National Commission on Resources for Youth and do not necessarily represent those of the U.S. Office of Education.

This material was developed as part of a grant from the U.S. Office of Education of the Department of Health, Education and Welfare.

TUTORS'
GRAB
BAG

Thanks to the tutors and tutees who have suggested many of these activities, and to Margaret Lobenstine who put this booklet together.

Tutoring Ideas other tutors have used and enjoyed.

Copyright © 1970. National Commission on Resources for Youth, Inc.

Copyright for these materials is claimed only during the period of development, test, and evaluation, unless authorization is granted by the U.S. Office of Education to claim copyright also on the final materials. For information on the status of the copyright claim, contact either the copyright proprietor or the U.S. Office of Education.

PLEASE NOTE:

TUTORS' GRAB BAG
IS FULL of IDEAS BY TUTORS
FOR TUTORS.

THE MINUTE SOMETHING IS NOT WHAT YOU
AND YOUR TUTEE NEED, CHANGE IT!

ADD TO IT! TAKE THINGS AWAY from IT!
MAKE IT YOUR OWN!
for YOU AND YOUR TUTEE!!

TUTORS' GRAB BAG

WHAT IS IT?

This booklet contains lots of ideas that tutors have used to get their tutees interested in reading!

SECTION 1:

IDEAS THAT HAVE BEEN USED WITH ALL TUTEES—STARTING WITH THE VERY BEGINNING READER

SECTION 2:

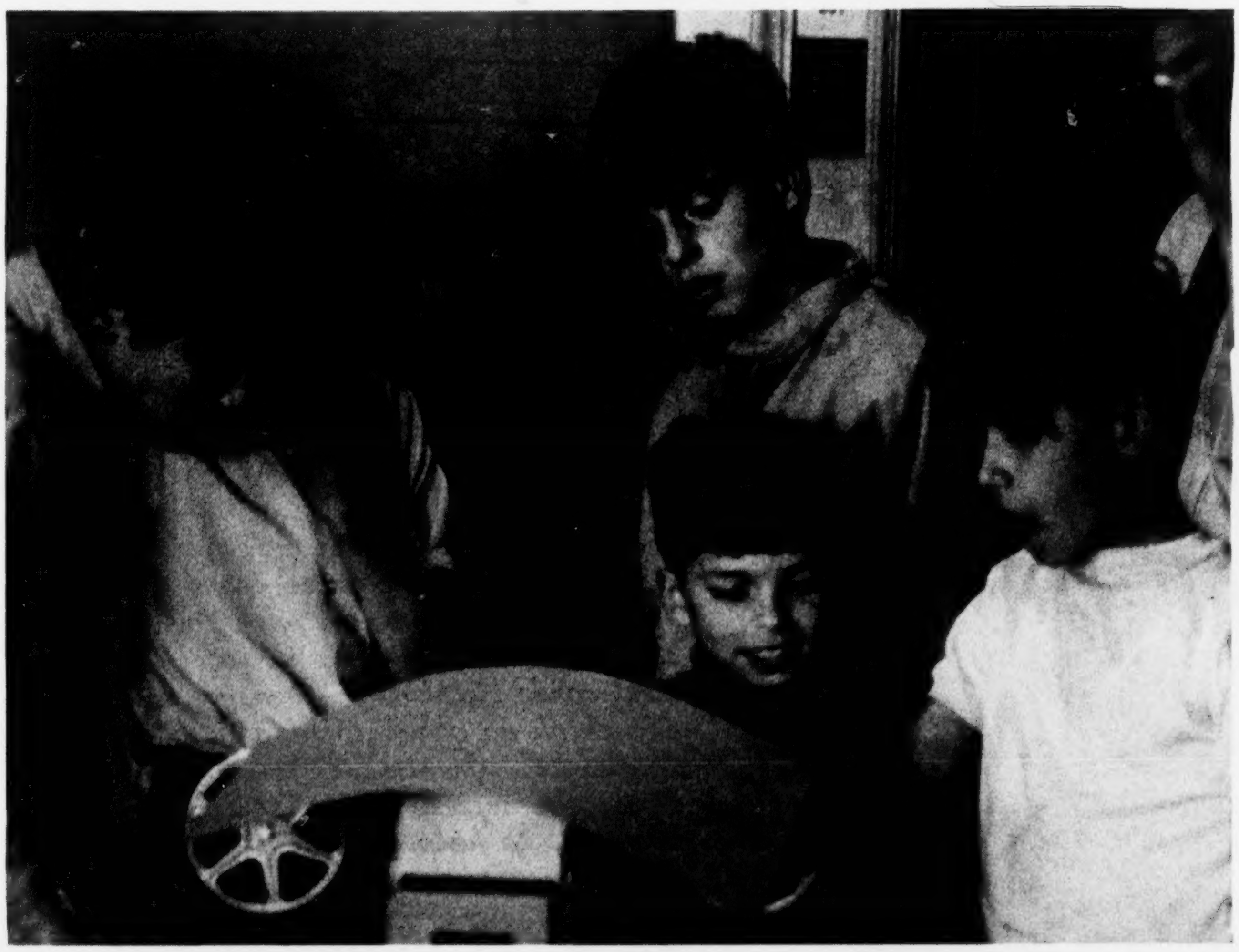
TUTORS SAY THESE IDEAS WORK BEST WITH TUTEES WHO CAN READ 2nd GRADE BOOKS—OR HIGHER

HOW DOES IT WORK?

Each of the ideas works for some tutee. It gets him excited about reading or writing a particular thing. To read or write that thing he must use words, some of which are new for him. You the tutor can then help him with those words!

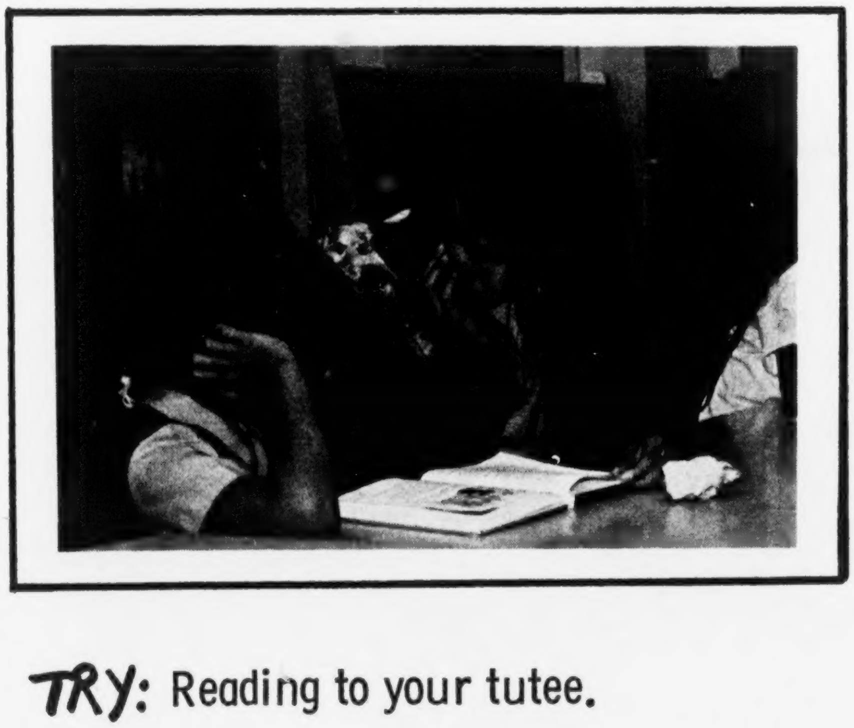
WHAT HAPPENS NEXT?

Seeing a new word only a few times will not help your tutee learn it. He must see it more often. You can be sure he does by making word cards with him. Then you can think up games to play with the words! Or see GAMES TUTORS PLAY, the second half of this booklet, to help you get started.



SECTION 1.

IDEAS for
ALL TUTEES



1

CHECK:
Is what you are reading something your tutee likes? Is he really listening? Have you made him feel comfortable? Is he embarrased that you are reading to him?

TRY: Reading to your tutee.

WHY: To help him get "into" books.

LATER:
See if you can write or find something that is easy enough for your tutee to read to you.

TRY:

Asking your tutee if there are any words he would like to learn.

WHY:

The words he wants to know are exciting and important to him so they will be easier to learn.

CHECK:

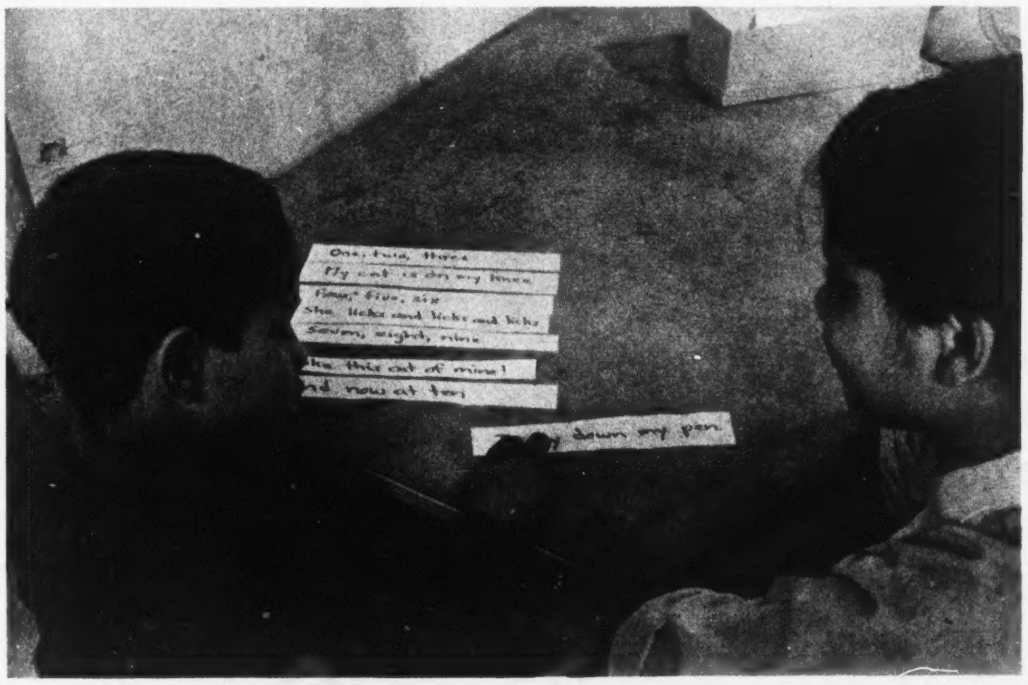
If your tutee seems shy, ask him to think of things that scare him or things he hates or funny things to help him with the words.

If your tutee copies the words on cards, he will probably remember them longer. You and your tutee could even keep a special word-card-box and watch it fill up.

2

LATER:

Keep showing your tutee how many words he has already asked for and learned. Help him write stories with his "special" words.


One, two, three
My cat is on my knee
Four, five, six
She licks and licks and licks
Seven, eight, nine
ke this cat of mine!
nd now at ten
down my pen

3

TRY:
Making up short poems with your tutee. Then cut the lines apart and see if he can put them back together !

WHY: While he is having the fun of making up and taking apart simple poems, your tutee will also be reading a few words over and over again -- the best way to learn them !

CHECK: The poems don't need to rhyme. What matters is that the order of the lines is clear.

LATER:
Can your tutee try the poem slips on his friends? Maybe they can make some for him too? Would he like to read some poems?

4

TRY:

Making up riddles with your tutee.

WHY:

Playing with words makes learning them easier.

CHECK:

Start with simple riddles such as "What rides on a broom, wears black, and comes at Halloween ?" This will make it easier for your tutee to begin to think up riddles on his own.

RIDDLE What
likes to sleep
bread and in
ANSWER: The ho

LATER:

Let your tutee read the riddles to other tutees if he wants. Can you get a book of riddles out of the library to read together ? Can you and your tutee invent a "riddle game ?"

TRY: Writing little stories about your tutee using just a few words that he can read.

WHY:

Little kids love to read about themselves, so they try hard on these stories.

5

Want your tutee to learn the words so he can read them in books as well as in his story? Write them on cards for the two of you to play games with.

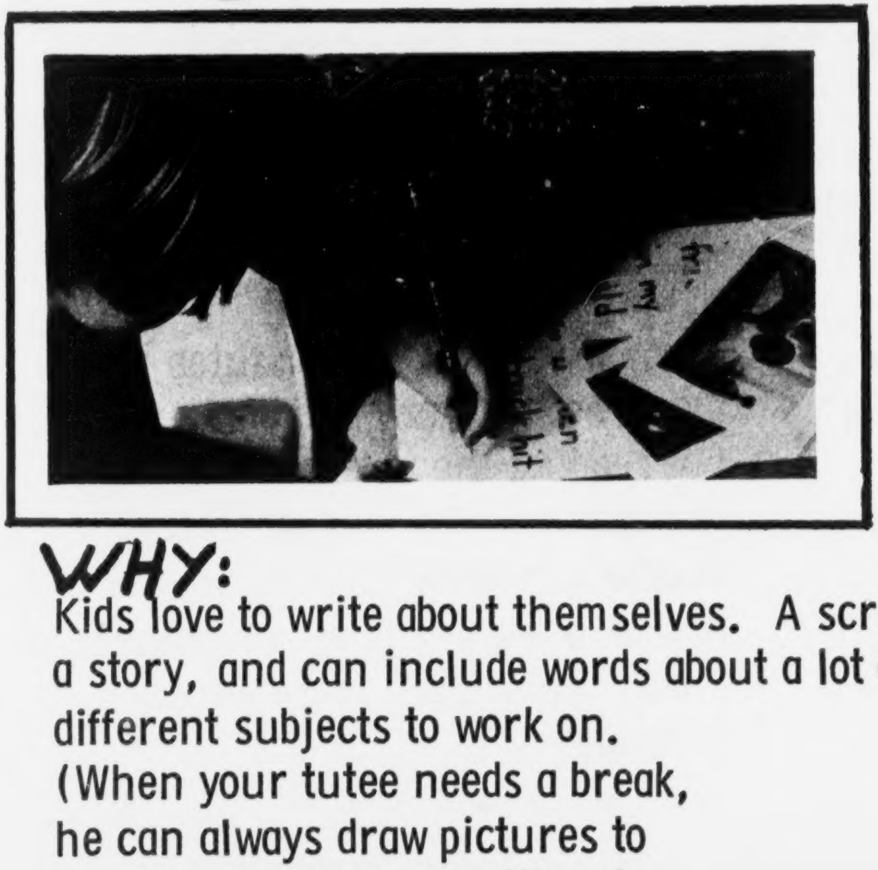
CHECK: Also, if you think your tutee is learning the story by heart and not reading the words (hard work), you can ask him to start in the middle sometimes or read just one line or a few words as you point to them. He'll learn more words this way.

LATER:

See if you can show your tutee the same words in books, magazines, or comic books, so he sees the words he is learning are really a part of reading.

6

TRY: Letting your tutee make a scrapbook about himself.



CHECK:

All sorts of things can go into this kind of scrapbook. Your tutee might want to write about his favorite songs, foods, or animals; his best mood; his worst mood; the things that make him mad; the things that make him laugh. He'll probably have even better ideas.

WHY:

Kids love to write about themselves. A scrapbook is more than just a story, and can include words about a lot of different subjects to work on. (When your tutee needs a break, he can always draw pictures to go with what he has written.)

LATER:

Since many words get used in a scrapbook, you'll have many new additions to your tutee's word cards to use in games and other stories.

TRY: 7

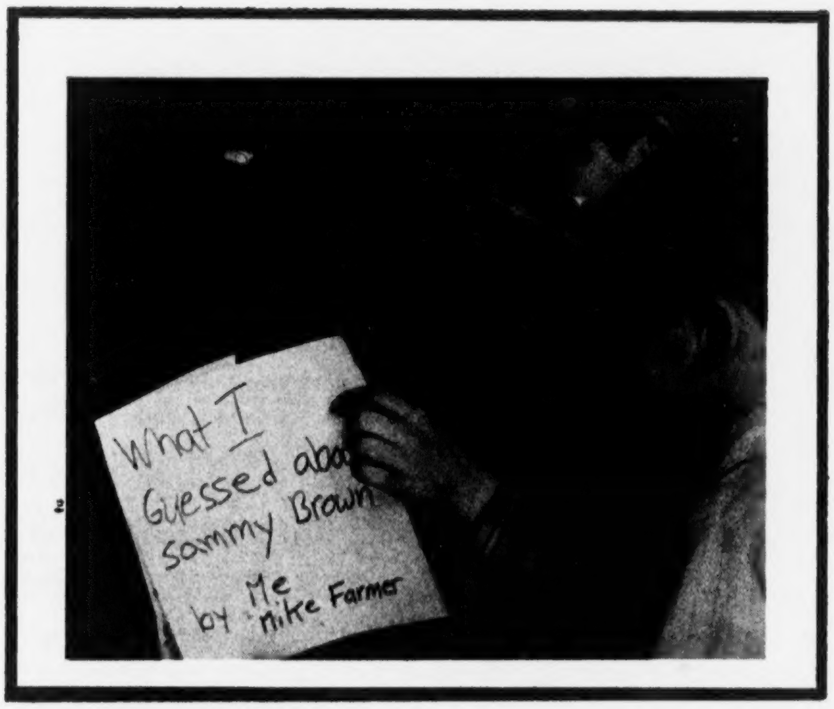
Having your tutee make a booklet or scrapbook about a tutor or tutee he does not know by guessing what that person is like.

WHY:

It's another fun way of getting your tutee to use words. It will be especially fun to see if your tutee's "hunches" about someone else prove true.

CHECK:

To get your tutee started ask him questions about the person he has chosen to write about. You could ask: what he thinks the other person likes to eat, what he thinks his girlfriend is like, etc.



LATER:

Have your tutee show his booklet to the person he has written about. Maybe that person would like to write a book about your tutee in exchange.

8

TRY:

Keeping a record of something your tutee is interested in (baseball scores, etc.).

WHY:

It helps tutees learn words in spite of themselves.

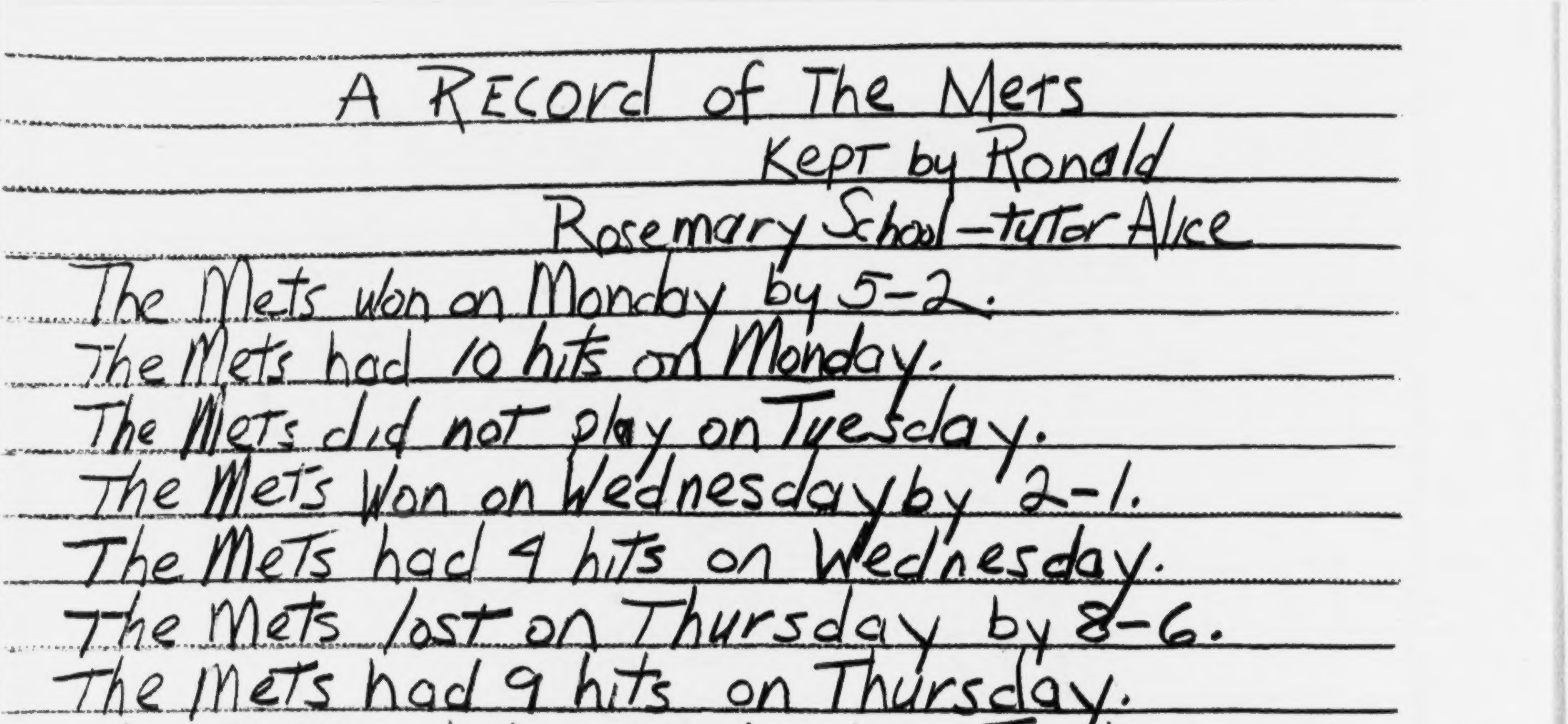
CHECK:

Little words like the and this are harder for some tutees to remember than big words like Wednesday. If you make cards of all the words, you and your tutee can play games with them. Then he'll be able to read them better in books.

LATER:

Show your tutee the same words in magazines, newspapers, and books so he knows he is really reading! Write new sentences with the words, too, like Ronald had 6 hits. Ronald WON!

18



A RECord of The Mets

Kept by Ronald

Rosemary School-tutor Alice

The Mets won on Monday by 5-2.

The Mets had 10 hits on Monday.

The Mets did not play on Tuesday.

The Mets Won on Wednesday by 2-1.

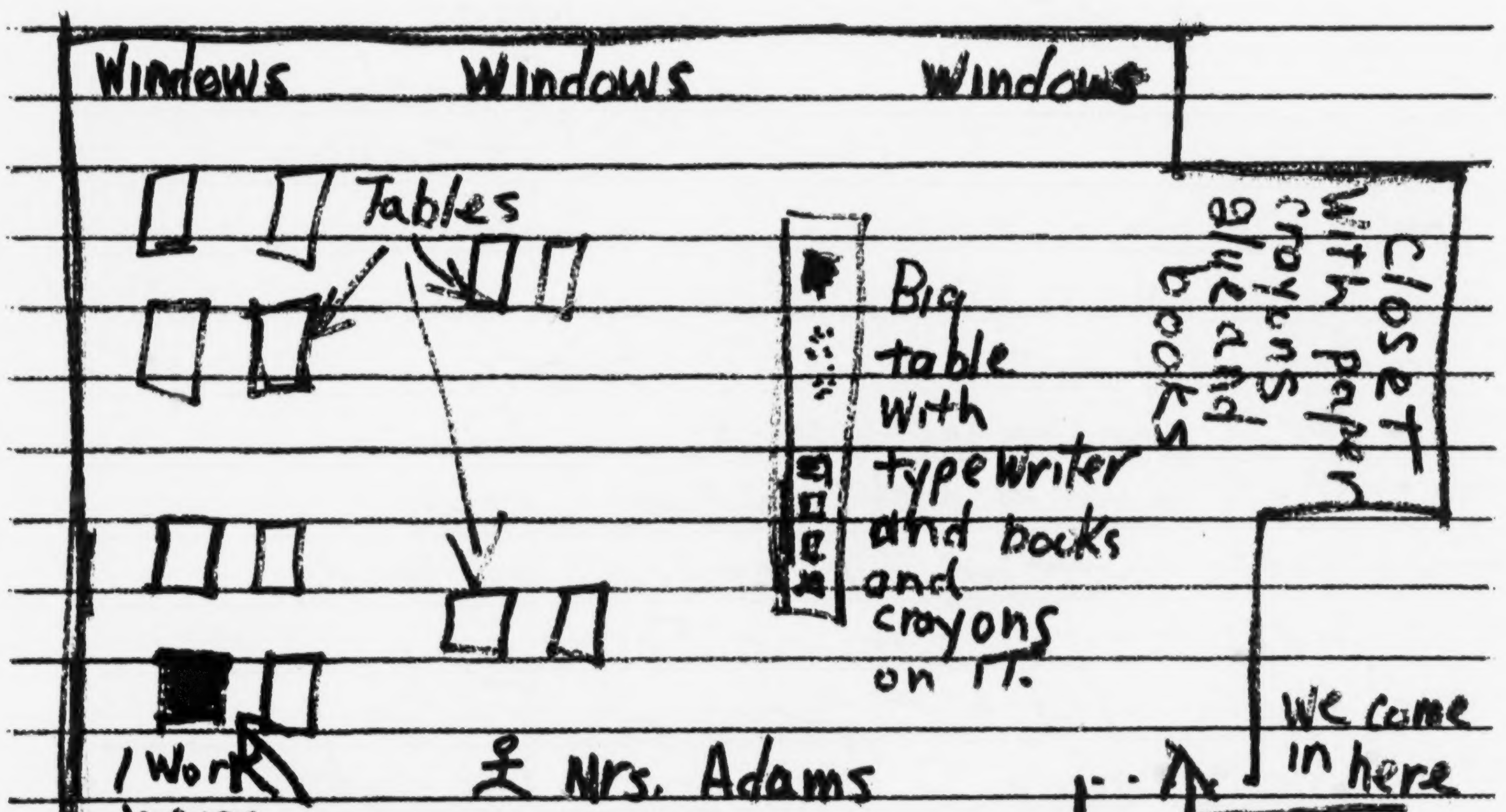
The Mets had 4 hits on Wednesday.

The Mets lost on Thursday by 8-6.

The Mets had 9 hits on Thursday.

The Mets did not play on Friday.

The Mets Won 2 and lost 1 this Week.


Windows
Windows
Windows
Tables
Big table with typewriter and books and crayons on it.
Closet with paper crayons glue and books
We come in here
I work here
Mrs. Adams
Blackboard

9

TRY:

Making a big picture or map of the tutoring center and labeling the people and things in it.

WHY:

It helps your tutee to look around the center and to learn a few new words besides.

CHECK:

Can you help your tutee make labels that use the same words over again as often as possible, so they're easier to learn ?

LATER:

Make a map of the neighborhood. Interview people in the program who are on the map.

10

TRY:

Making TV shows together ***

WHY:

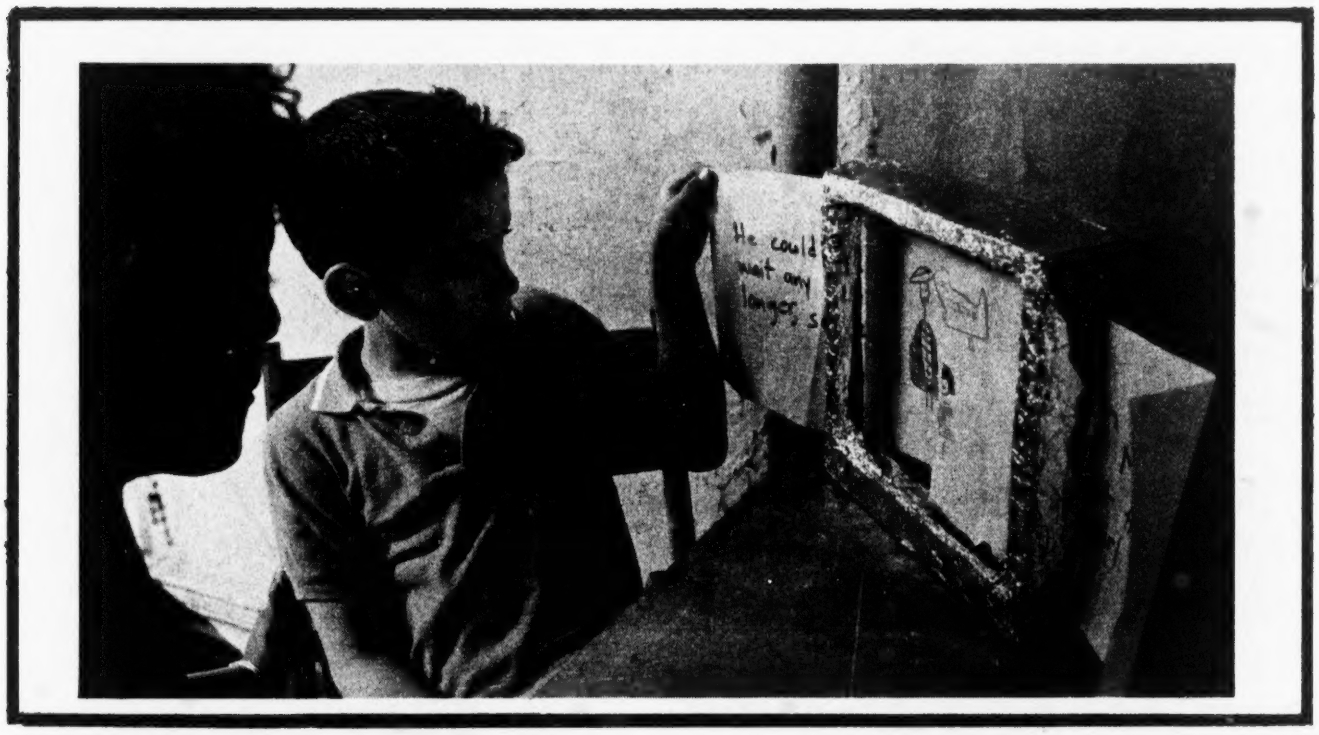
Tutees enjoy making and working the TV. They can write stories to go with their TV pictures that can be read by others as well as by themselves.

CHECK:

Do you think your tutee can read the story if he can't see the picture at the same time? He will have to look at the words more that way.

LATER:

Have your tutee make a TV guide for others to read.



* * * Cut slots in opposite sides of a cardboard box to make TV. Make the slots long enough so that paper can be pulled through. Tape sheets of paper together to make long paper strip. Write on the sheet at the right end of the strip first so that paper can be pulled through from left to right. Your first sheet might have the show title on it, followed by the beginning of the story, and a picture, etc.

TRY: Comparing facts about your tutee and yourself . . . . How tall is he? How tall are you?, etc.

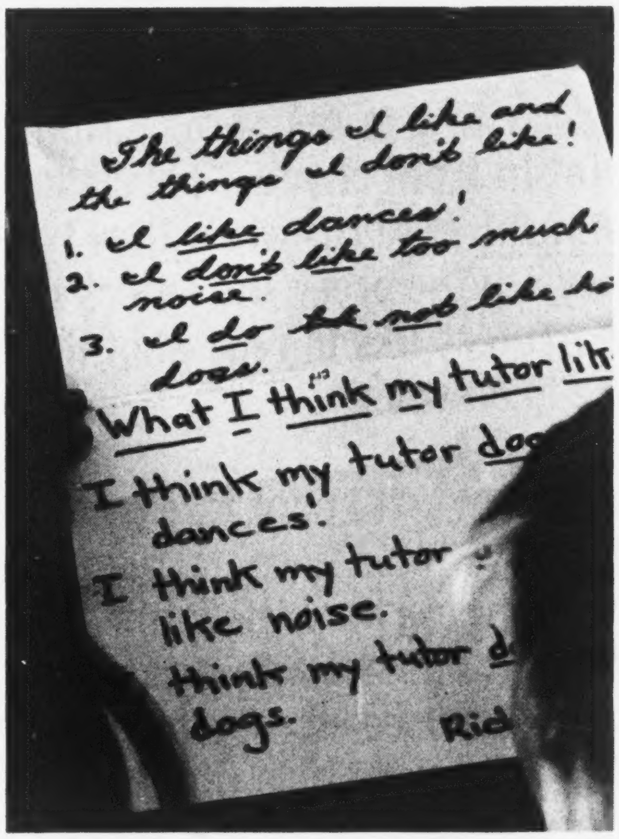
WHY: Kids love to find out facts about themselves. Comparing facts gives them a reason to write down and read the information back again.

CHECK: If your tutee helps you think of the different kinds of facts -- height, weight, length of arms, size of foot, etc. before you start measuring, you will have a chance to go over the new words before using them.

11

LATER:

Would your tutee like to make a scrapbook about himself using all his new information? Maybe he could dictate a story about himself to go in it too.



The things I like and the things I don't like!

1. I like dances!
2. I don't like too much noise.
3. I do ~~lik~~ not like ho dogs.

What I think my tutor lik

I think my tutor do dances!

I think my tutor like noise.

think my tutor d dogs.

Rid

12

TRY:

Guesing each other's thoughts on different things . . . . ("I think my tutor likes cheeseburgers and loves to sing.")

WHY:

Lots of tutees like to find out what teenagers think about things. This way they also get a chance to repeat new words over and over without getting bored.

CHECK:

How can you help your tutee remember the new words?

→

LATER:

How about making up a contest with some other tutors and tutees? Have one person write something like singing or cheeseburgers on a piece of paper. Then each tutor writes, "I like cheeseburgers" or "I don't like cheeseburgers." Each tutee also writes, "I think my tutor likes cheeseburgers" or "I don't think my tutor likes cheeseburgers." Have tutors and tutees compare answers. Which tutee knows his tutor best? Give points and keep score to see which pair WINS.

TRY:

Using a typewriter with your tutee.

WHY:

It's exciting to see words forming in print in front of you. Tutees look carefully at words when they type. They see the order the letters come in. Tutees like to read what they type to others.

CHECK:

Be patient. It might take a long time for a tutee to construct a story on the typewriter. Help him acquaint himself with where the letters are located. Perhaps, he will want you to help him spell words or even type a few words occasionally. Also, be sure the typewriter works before you get your tutee excited about using it.

13

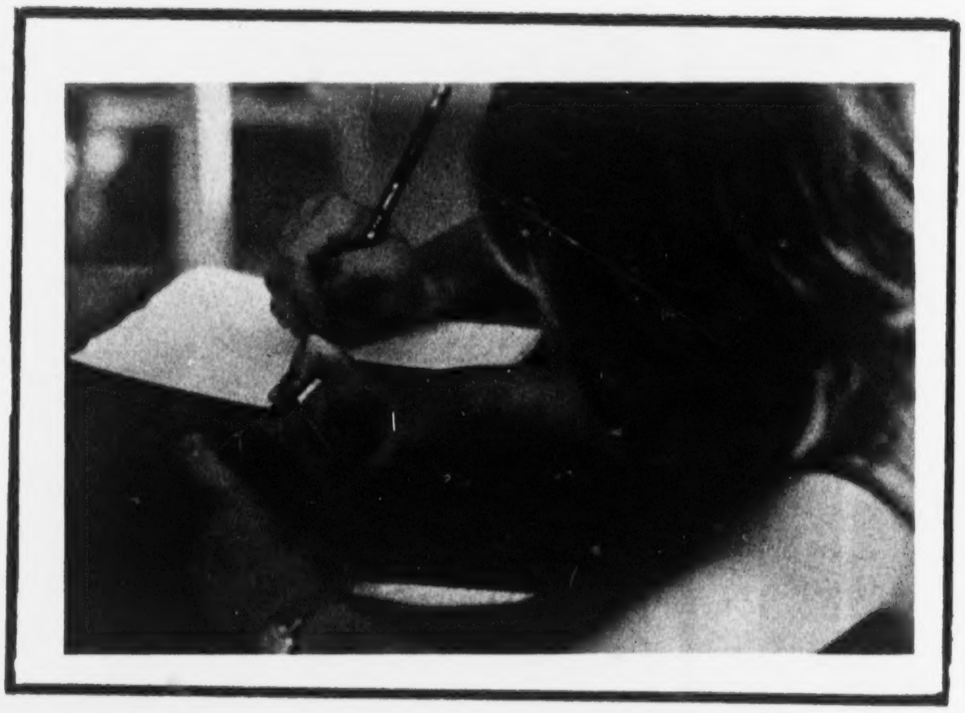
LATER: Does your tutee want to read what he has typed to another tutee? How about making a card file of the hard words he has typed or a scrapbook of typed stories for others to read.

14

TRY:
Having your tutee write a description of the way he looks after looking into a mirror.

WHY:
Kids like to look at and write about themselves. You can help them begin by asking questions such as, "Is your face wide or narrow? Are your eyes big, medium, or small?" etc.

CHECK:
If your tutee doesn't feel like writing while he is looking, you can write what he says and let him read it when he is done.



LATER: Have your tutee draw a self-portrait to go with his written one.

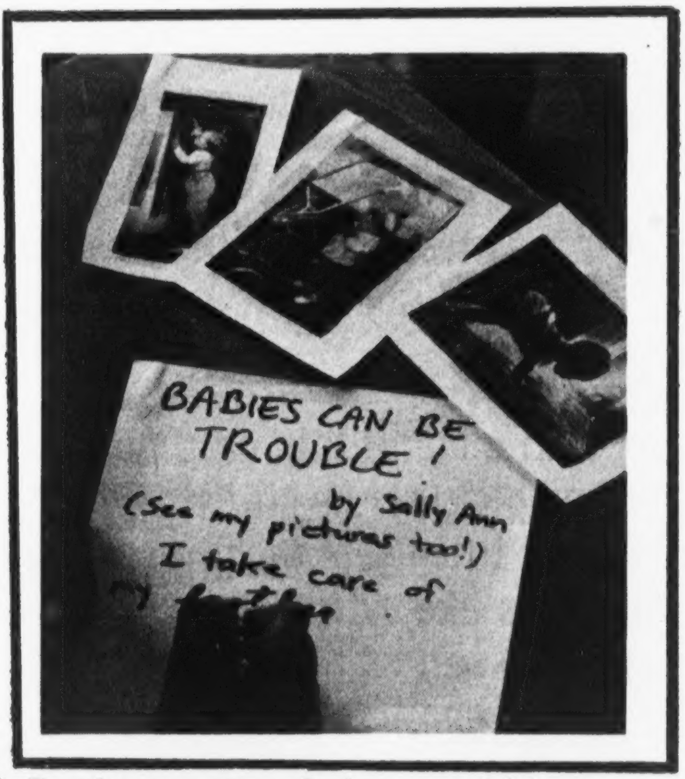
15

TRY:

Making magazine picture stories with your tutee.

WHY:

Picking out interesting pictures and making up a little story to go with them is often the easiest way for a tutee to start writing his own stories . . . . and the words he wants to use in the story are words he may be more interested in reading.


BABIES CAN BE TROUBLE!
by Sally Ann
(See my pictures too!)
I take care of

CHECK:

Some of the words your tutee uses may be hard for him to read at first. Making word cards for practice might be a good idea.

LATER:

Perhaps your tutee could try writing another story if you made up the beginning or wrote it with him. Make a scrapbook of stories for others to read.

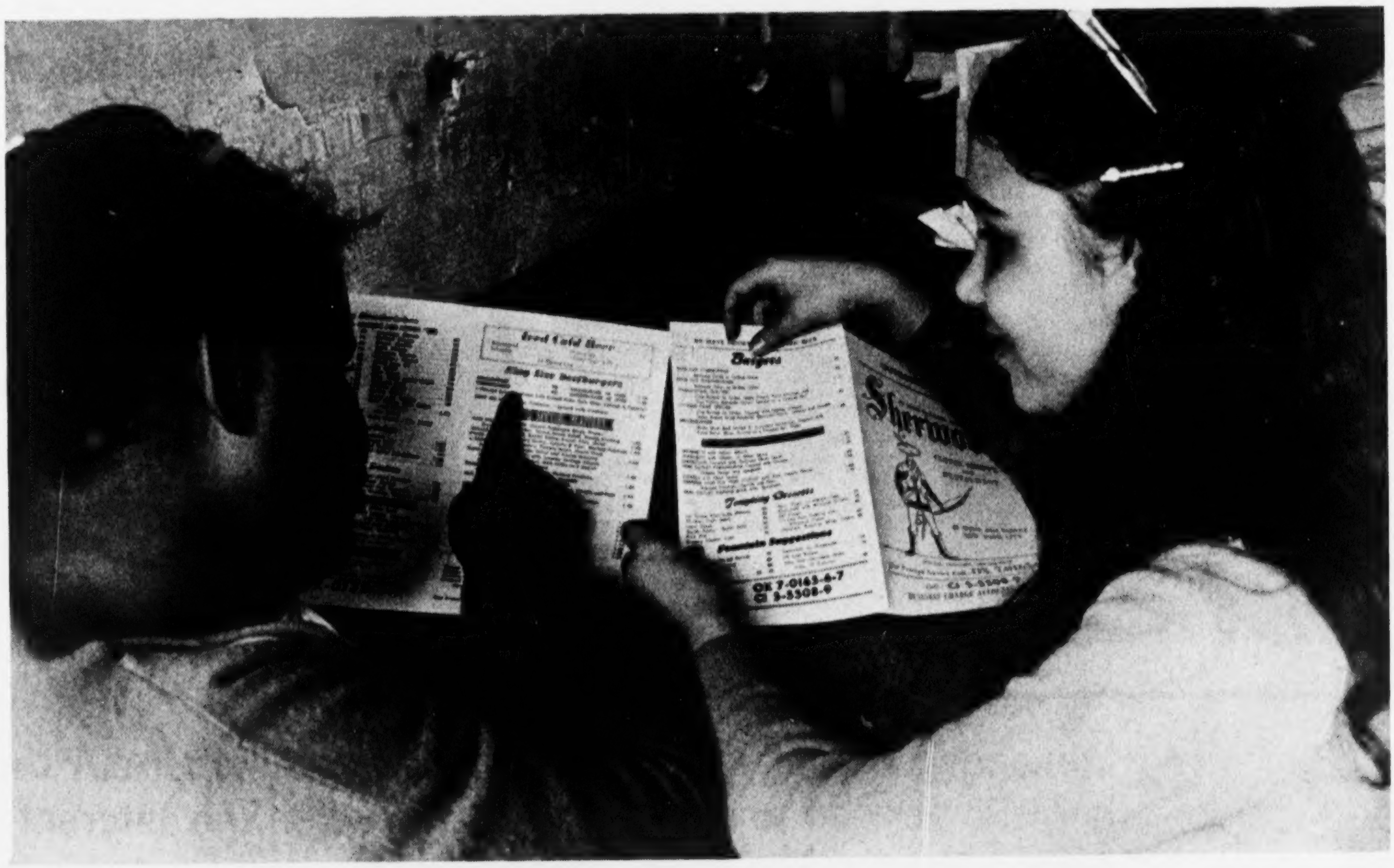
16

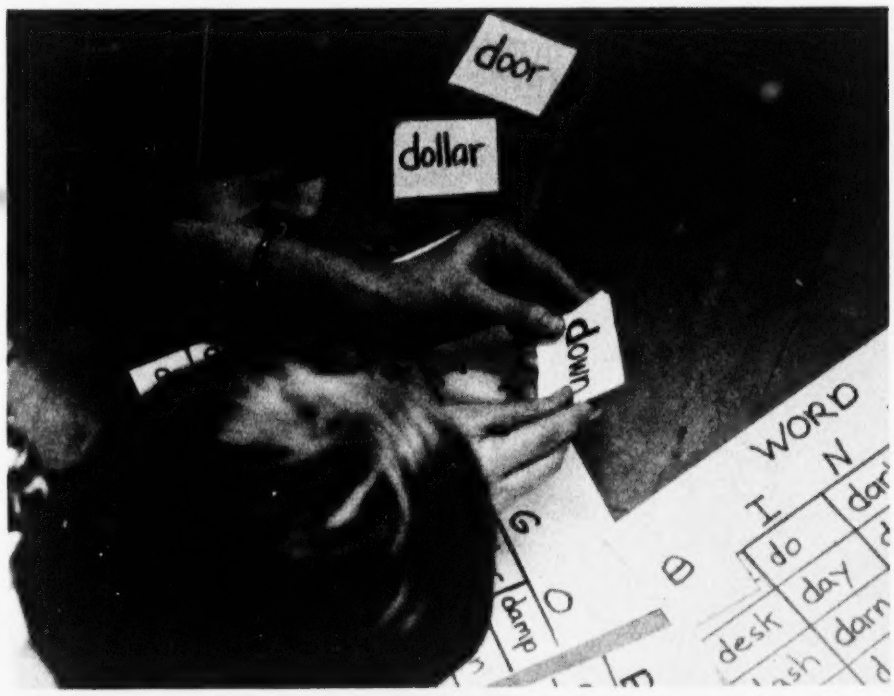
TRY: Using a menu as a reader.

WHY: Tutees dig reading about food and feel smart when they can read long words like hamburger.

CHECK:
Start with a menu that does not have any pictures as clues. Be sure your tutee gets those useful little words like extra, scoop, small or large as well as the big ones like beefburger. It helps to use cards for games and to point to words on menus for your tutee to read. As a check, it helps to point to different words on the menu to see if your tutee is getting to know them.

LATER:
Can your tutee compare menus and tell you where to buy the cheapest hamburger or soda? Let your tutee order his own meal and once he has mastered the words, plan a trip to a near-by restaurant to buy one or two things he has ordered.




door
dollar
down
WORD
N
I
B
G
O
do
day
desk
darn
damp

TRY:

Playing "Word Bingo".

* * *

WHY:

Games are painless ways of helping kids to learn and have fun at the same time.

17

* * * You and your tutee can make cards with the words your tutee needs to work on written in different rows on the different cards. Then make slips of paper with the same words for the "Bingo Master" to call out.

CHECK:

This game can be used in many ways. If your tutee needs help with beginning sounds, you can make Bingo boards and word slips that have words beginning with the sounds on the board. The same holds true of word endings, etc.

LATER:

Show your tutee the same words in books, comics and magazines so he will see that he is learning to read.

18

TRY:

"Fortune-telling" (making up people's futures. Help your tutee predict another person's future and write it down.

WHY:

Another way to let your tutee play with language.

CHECK:

Can you help your tutee say the same kinds of things about each person so he does not have to learn too many new words at once. →

Beverly's Fortune
by her tutee Emma Jean

Beverly will be very smart when she grows up.
She will be a teacher.
She will be rich when she is a teacher.
She will get married when she grows up.
She will have eleven children!

— — — — —

Karen Morgan's Fortune
by Emma Jean

Karen will be a secretary when she grows up.
She will have a lot of boy friends.
She will not be rich.
She will get things from her boy friends.
She will not get married when she grows up.
She will not have any children.

LATER:

If your tutee puts the words he learns into a box, he can use them again to write another fortune. Can you find these words in books, comics, magazines and newspapers, so your tutee sees that he is learning to read?

DID YOU KNOW . . . ?

Sara Mae is cute.
Jack and Sue make a cute couple!
Joe is cute.
Sam loves Ida! Ida loves Sam!

19

TRY:
Writing a gossip sheet with your tutee - - about kids in the program, or about her friends !

WHY:
Tutees (girls at least !) love making these and learn lots of words at the same time !

CHECK: Are there too many new words each time for your tutee to learn them all? Maybe, you can help your tutee use only a few patterns, like _________ is cute, or _________ likes _________ until she really knows them. Then you can try more, slowly.

LATER: Can your tutee write about the kids she likes best or the ones she thinks are cutest ?
Does she want to make copies of her gossip sheets for her friends?

TV PROGRAMS I KNOW ABOUT

I watch the Flintstones show.
The Flintstones are on (day)
The show is on at ___ o'clock.
Fred is on the Flintstones.
PICTURE . . . PICTURE

I watch the Bullwinkle show.
Bullwinkle is on TV on ________.
The show is on at ___ o'clock.
Rocky is on the Bullwinkle show.
PICTURE . . . PICTURE

I KNOW CARS!!

picture of a Ford car

The Ford has ___ models.
Ford makes the ___ race car.
A Ford does not cost much.
A Ford does not cost as much as a _____.

picture of a Buick.

The Buick has ___ models.
Buick makes the ___ race car.
A Buick costs a lot.
And so on...

TRY:

20

Making picture scrapbooks about things your tutee knows about . . . . (cars, TV programs, etc.).

WHY:

Your tutee can show what he knows and learn at the same time.

CHECK:

Will pictures on the same page help your tutee read the hard names? Can your tutee get ideas and pictures for his scrapbook from TV Guide, car ads, etc.? Maybe local car stores will give him free booklets if he likes cars.

LATER:

Would your tutee like to read his scrapbook to other tutees? Can you show him the same words in books, magazines, comics?

21

TRY:

Keeping a list of the ideas you've tried and how your tutee liked them.

WHY:

This will help you tune in to your tutee and what he likes.

CHECK:

What mood was your tutee in when you tried the idea? Even a good idea doesn't get too far on a bad day.

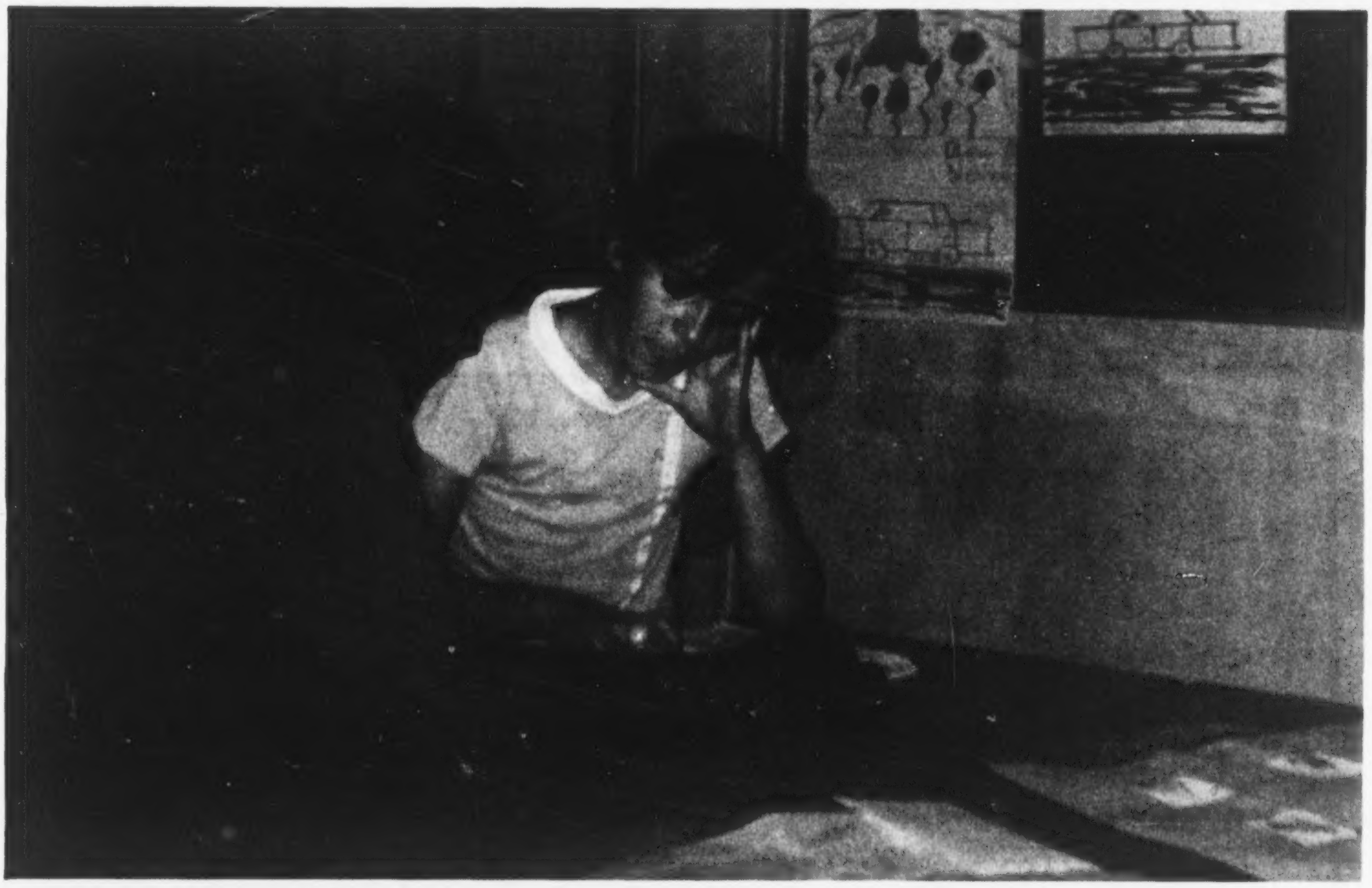
LATER:

You can try combining the ideas your tutee liked. Try the "bad-day" ideas another day.

Alice Brown of Washington School made this list:

THINGS I'VE TRIED WITH JIM
TO TURN HIM ON TO READING – Alice Brown

DAY	IDEA	HOW HE DUG IT
MON	Read to Jim from sports book.	He dug it!
TUES	Asked him to write a sports story.	Didn't write much + kept yawning so we stopped.
WED	Wrote a page of Jim's sports book in easy words for him to read	Really pleased!
THURS	Jim typed the page he read	Said he liked typing better than writing
FRI	Suggested making a sports scrapbook of pages Jim would read + type.	Didn't get excited but in bad mood anyhow because game was rained out. I'll try again.



SECTION 2.

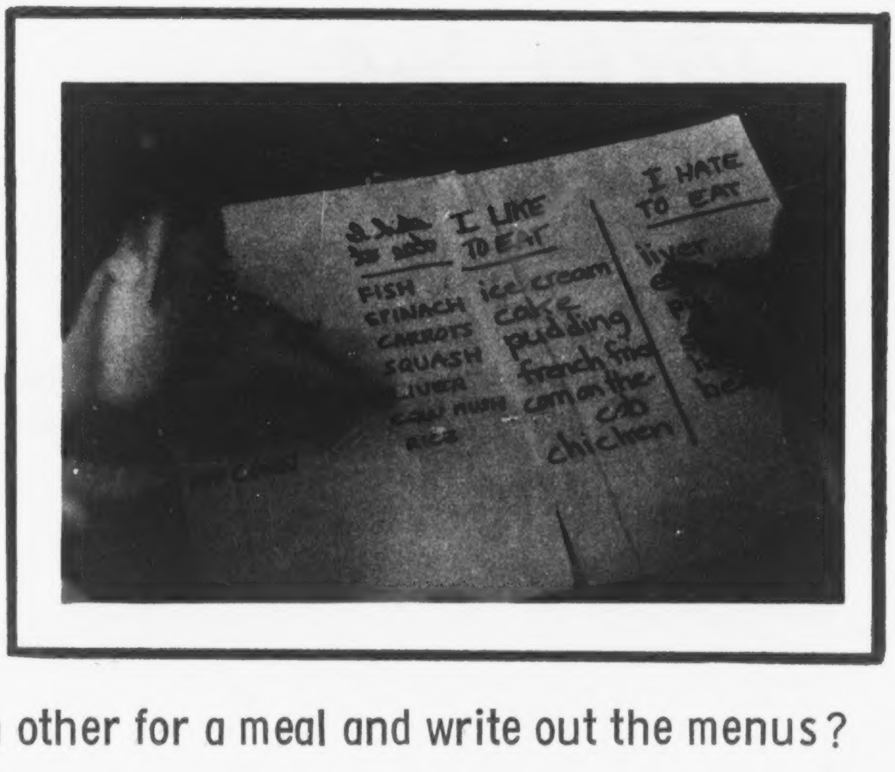
IDEAS for
OLDER TUTEES
WHO CAN READ
2ND GRADE BOOKS
OR HIGHER

22

TRY:
Having your tutee write down what he likes to eat and what he hates. Write down what you like, too, and see what's the same and what's different !

CHECK:
If there are too many words for your tutee to learn all at once, try writing one food at a time. Can you guess which food he wrote? Can he guess which food you wrote? (What sound does it start with ?)

WHY: Lots of tutees like to read about food and about their tutors. In this game they do both, so they try hard !


I LIKE TO EAT
I HATE TO EAT
FISH
SPINACH
CARROTS
SQUASH
LIVER
ice cream
cake
pudding
french fries
corn on the cob
chicken
liver

LATER: Can you "invite" each other for a meal and write out the menus?

23 TRY:

Starting some sentences such as, "If I were boss of the world, I would . . . . " and let your tutee finish them.

WHY:

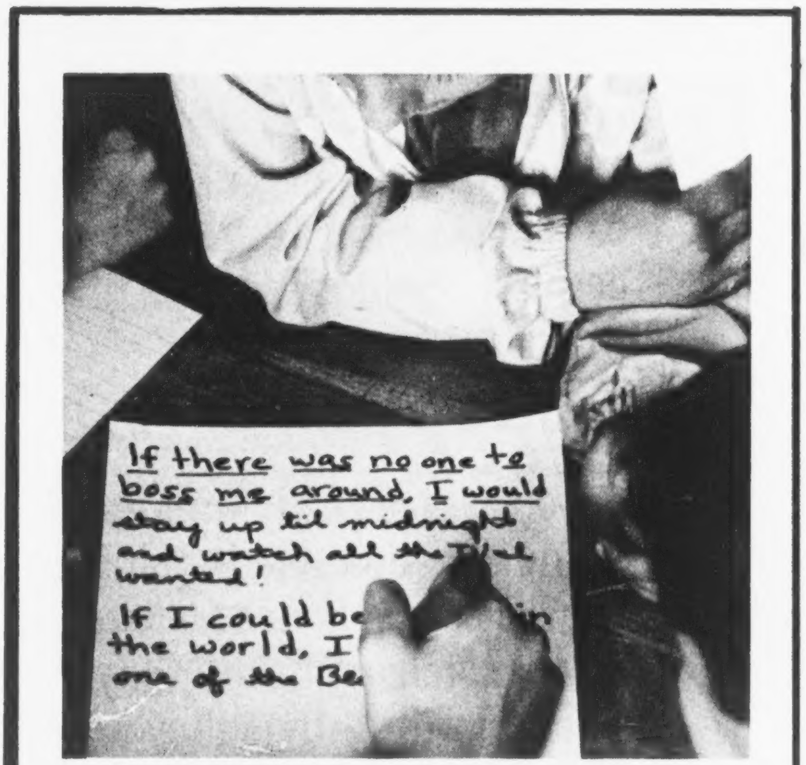
Some tutees who are too shy to say what they think all by themselves may need this kind of a start.

CHECK:

Your tutee may not want to write his answers at first, so maybe you could write them for him. And make word cards you two can use in games?

LATER:

Would your tutee like to make a booklet of his "if" sentences?



If there was no one to boss me around, I would stay up til midnight and watch all the TV I wanted!

If I could be [illegible] in the world, I [illegible] one of the Be[illegible]

24 TRY:

Interviewing people with your tutee. He can ask the questions, and you can write the answers or better yet, tape the answers.

WHY:

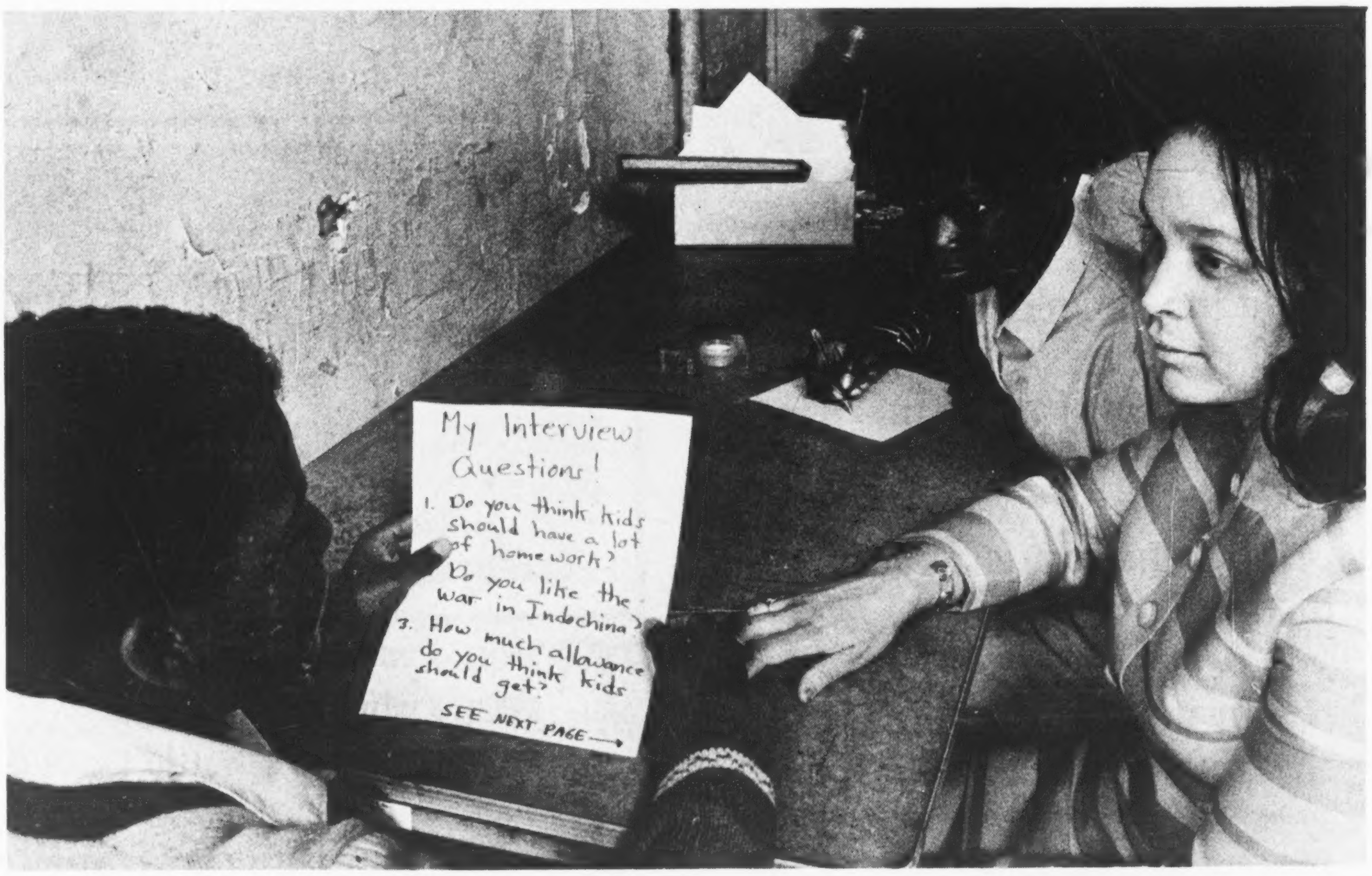
Your tutee will practice reading as he asks his questions to people. The answers will give him lots to read too.

CHECK:

Is your tutee really interested in the questions he is going to ask? Some kids need a lot of time and talking before they come up with things they would really like to know.

LATER:

Would your tutee like to make an interview scrapbook? How about some games with the hard words in some of the answers.

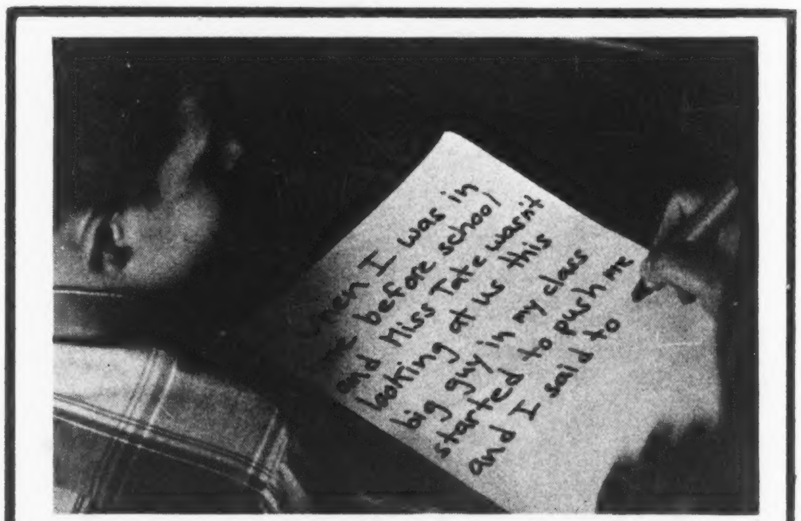

My Interview Questions!
1. Do you think kids should have a lot of home work?
Do you like the war in Indochina?
3. How much allowance do you think kids should get?
SEE NEXT PAGE →

25

TRY:
Having your tutee write a story about "What happened to me this morning."

WHY:
Writing about a specific time like this makes a tutee think about his life in a new way -- what was there about this morning I could make into a funny or strange story? etc. If often helps a tutee to begin writing other stories about himself.

CHECK:
If your tutee cannot think of anything, you might help him by asking what his brothers and sisters did that morning or what he did in line at school.


hen I was in
e before school
and Miss Tate wasn't
looking at us this
big guy in my class
started to push me
and I said to

LATER: Would your tutee like to ask other people what they did this morning? You would make a booklet of all the answers, too. What about word cards for all the new words?

26

TRY:
Typing out song sheets to favorite records and having your tutee sing along.

WHY:
Kids love to learn songs and the same words are often used over and over in a song so your tutee may learn to read them easily, too.

CHECK:
Include many songs and verses that your tutee doesn't know so he will have a chance to learn new words.

LATER:
You might keep a record of the top hit each week. You can also write a story on your tutee's favorite singer or group. Try using the words from all these activities for review word cards.

TRY: Having your tutee tell you a story that you can write down.

WHY: Little kids love to read what they have written ! They try very hard with these stories.

CHECK:

Are the words getting too hard? Is the story getting too long? Find easier words. Perhaps, the story can be told in chapters so your tutee does not have too much to work on at once!

LATER: Would your tutee like to keep a box of the words he has used in his stories so he knows them for his next story?

Who can your tutee read his stories to? How about putting a bunch of stories together to make a book?

27

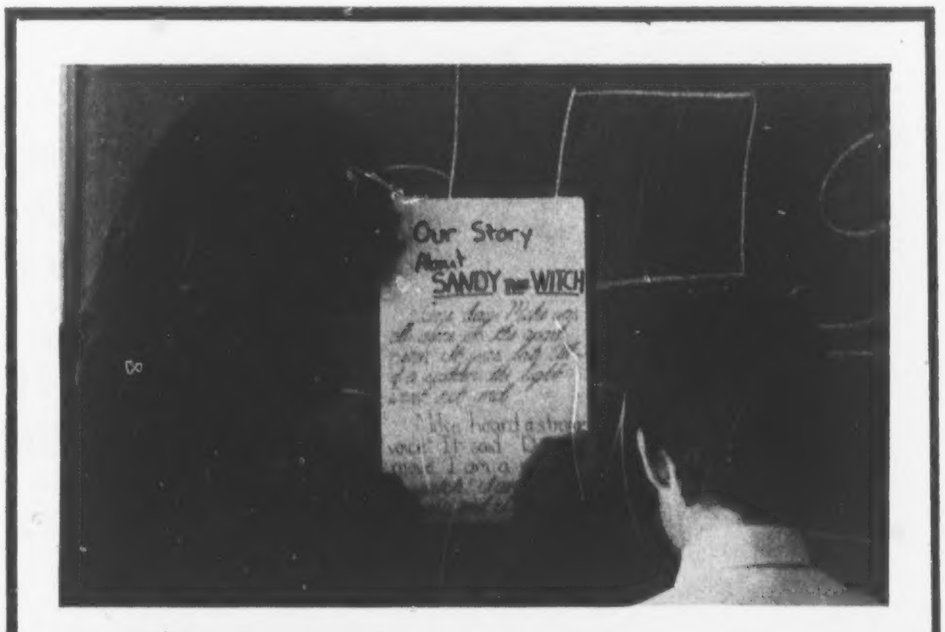
28

TRY:
Writing a story together -- you do a paragraph and then your tutee adds to that and then you add to what he says, etc.

WHY:
Some tutees like this way of starting story-writing, because they don't have to think of the whole story themselves, but they still have the fun of reading something _they_ have written.

LATER:
Could your tutee make up another chapter all by himself using the word cards and you to help him? Would he like to record or type the stories?

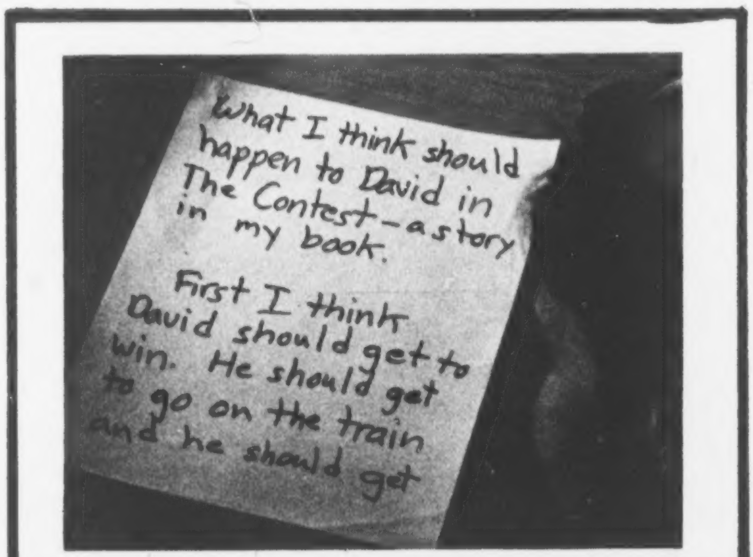
CHECK: If the words are hard, tell your tutee the ones he can't get so he doesn't feel that he is expected to know them. Would making cards of the important words help?


Our Story About SANDY THE WITCH

TRY:
Having your tutee make up his own ending to the story you are reading with him before you finish it.

29

WHY:
Tutees who do this work hard on the words in both stories so they can see how they are alike and how they are different.



What I think should happen to David in The Contest—a story in my book.

First I think David should get to win. He should get to go on the train and he should get

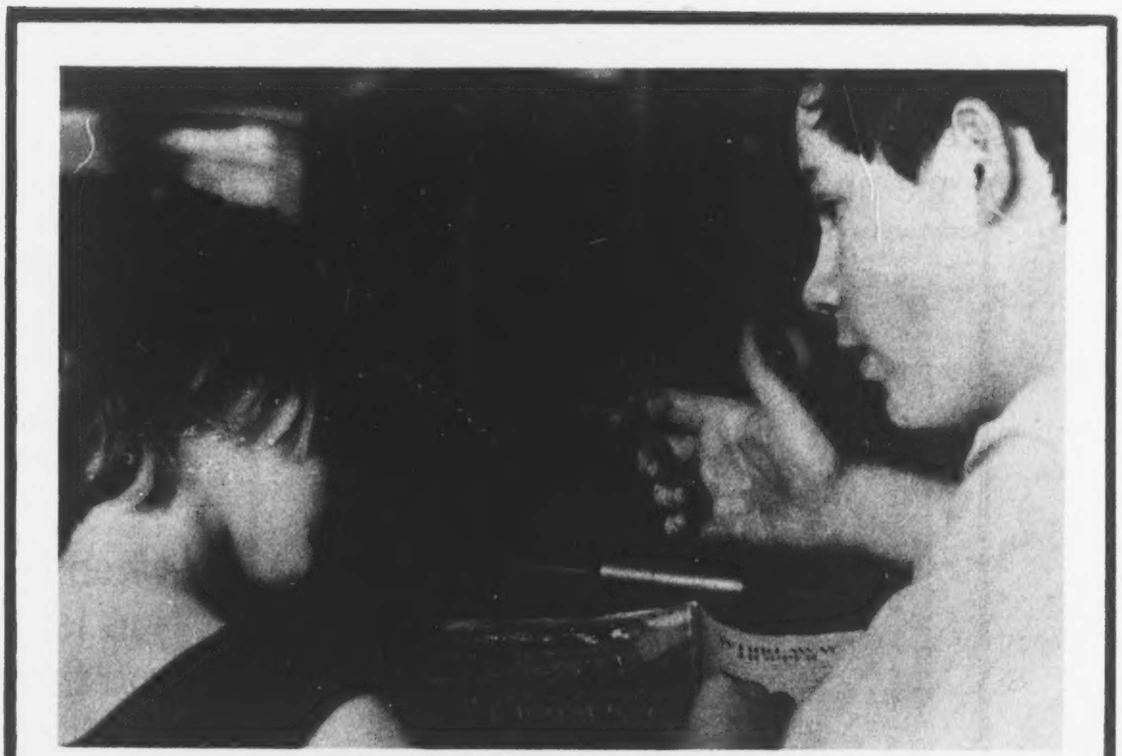
CHECK:
If your tutee has trouble thinking of an ending, maybe some questions from you might help . . . . "How was the boy feeling when he lost the letter ?" "If you felt mad like that, what do you think you might do ?" "Whom would you tell about it first ?"

LATER: Make cards for the hard words so you can use them in other endings. Write an ending for a story and have your tutee begin it.

30

TRY:
Letting your tutee bring in what he wants to read.

WHY:
He'll try hardest on what he picks.



CHECK:

If he brings something too hard, you can talk about it, look at the cover, discuss the pictures. If he wants to try reading it, take turns -- and help him right away with all the words he doesn't know.

LATER:

See if you can find parts of the book your tutee can read. Or write part of it over in easy words for him (his reader can show you the kinds of words to use).

P. S. He may forget to bring something so be sure you have something else planned!

31

TRY:

Playing "Correct the Tutor." You write something on a card and your tutee tells you if it makes sense or not.

WHY:

Tutees love to play "teacher." They read these cards very carefully and get good practice in thinking about what they read. For example, what's wrong with, "Tommy was cold. It had been snowing all day. When he went inside, he took off his coat and hat and had some ice cream to warm himself up."

CHECK:

If you make the same kind of "mistake" several times in a row, young tutees will have an easier time getting the idea.

LATER:

Could you help your tutee make up some "Correcting Games" to try on other people?

32

TRY: Guessing games. For example, "What does May have in her purse?" or "What's Jim thinking of right now?"

WHY:

Your tutee will learn new words as he answers or writes down his guesses.

CHECK:

Is your tutee learning new words and adding new word cards to his collection? For review, let him guess what is inside several purses, so he will write many of the same words again and again.

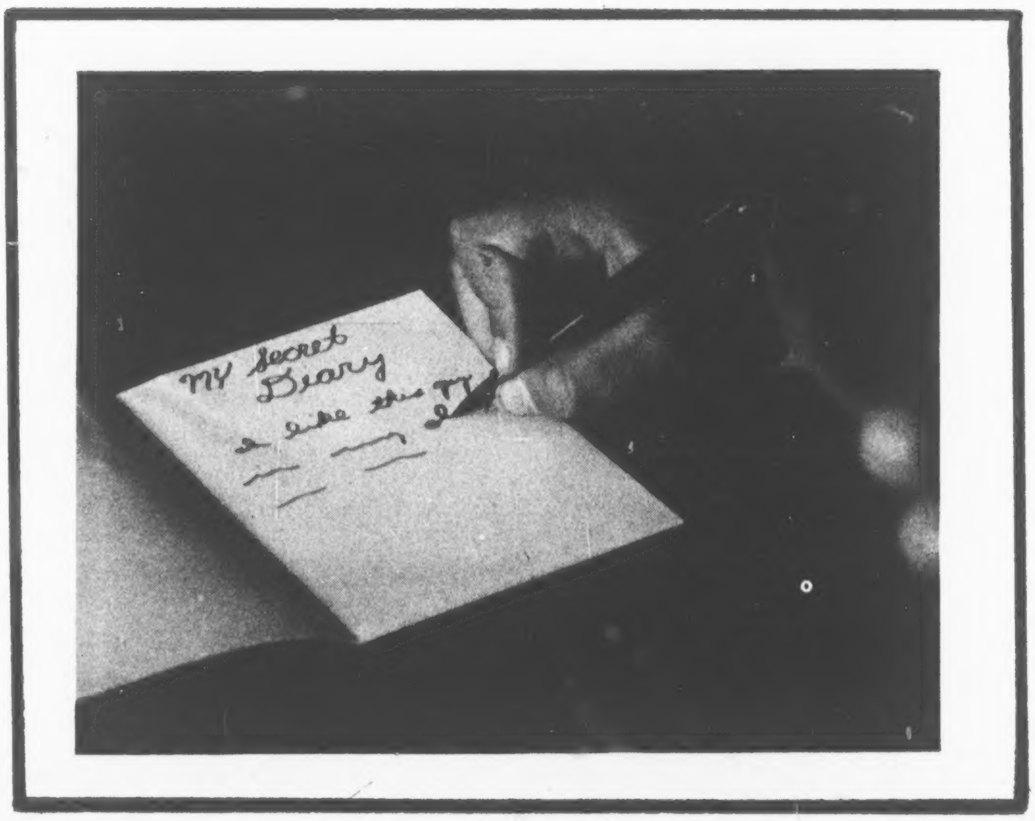
LATER:

Play games with the new word cards. Can your tutee make up some guessing games for you?

TRY:
Letting your tutee write a diary (which no one else will read unless the tutee gives his permission.)

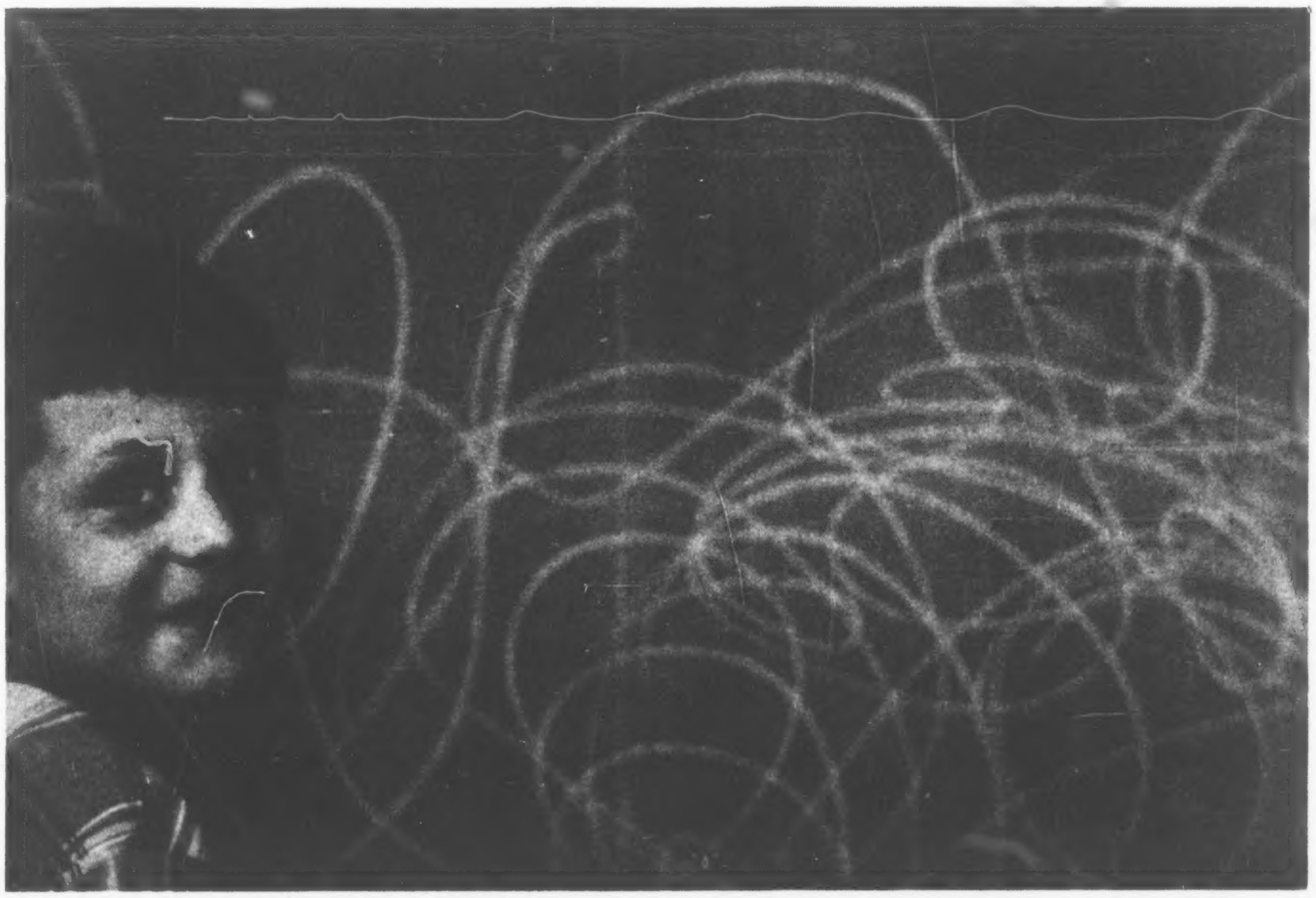
WHY:
It's a very personal way of getting kids to read and write.

CHECK:
As you help your tutee with the words he wants, can you also write them down on cards, so you can play games with them together? Just writing words one time is not enough for learning them.

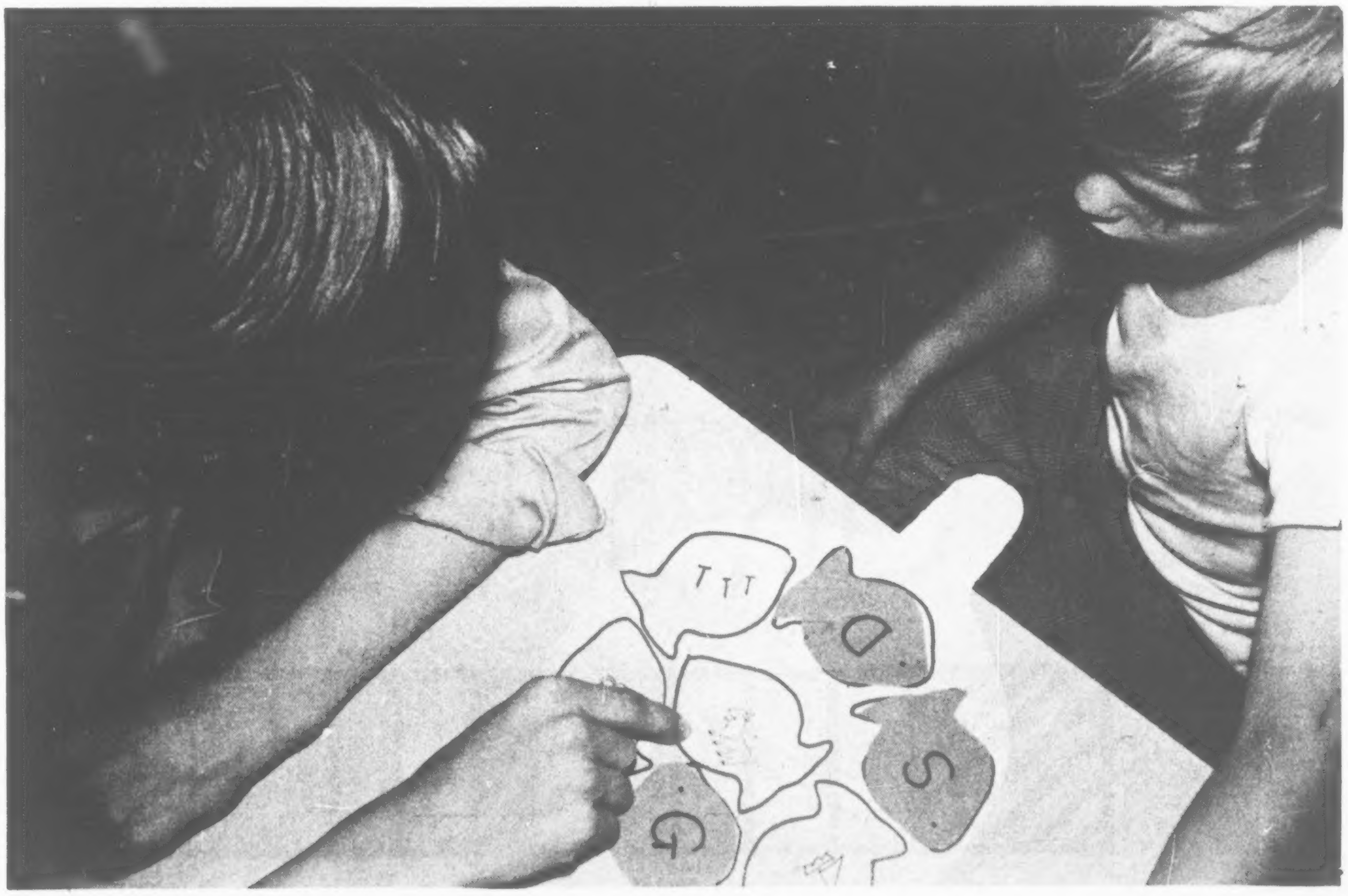


LATER:
Would your tutee like to write a story about something that has happened to him? He could show his story to people even if he did not want them to see his diary.

33



GAMES TUTORS PLAY


TTT
D
S
G

This is a very special kind of game booklet. To play any game in it, your tutee needs word cards. These are simply cards on which your tutee has written words he wants to learn to read. They may be words he has used in activities described in the TUTORS' GRAB BAG, or they may be words that are important in his self-kits. By using the word cards, you help your tutee see the words often enough to be able to read them on his own.

(This booklet should not be used until the tutee's interest in learning words has been aroused through TUTORS' GRAB BAG or self-kit activities. To be helpful, the word cards must come out of such activities. Similarly, this booklet can help only if used for review of such activities, not apart from them.)

These are just samples -- you and your tutee should have fun thinking up and making your own !

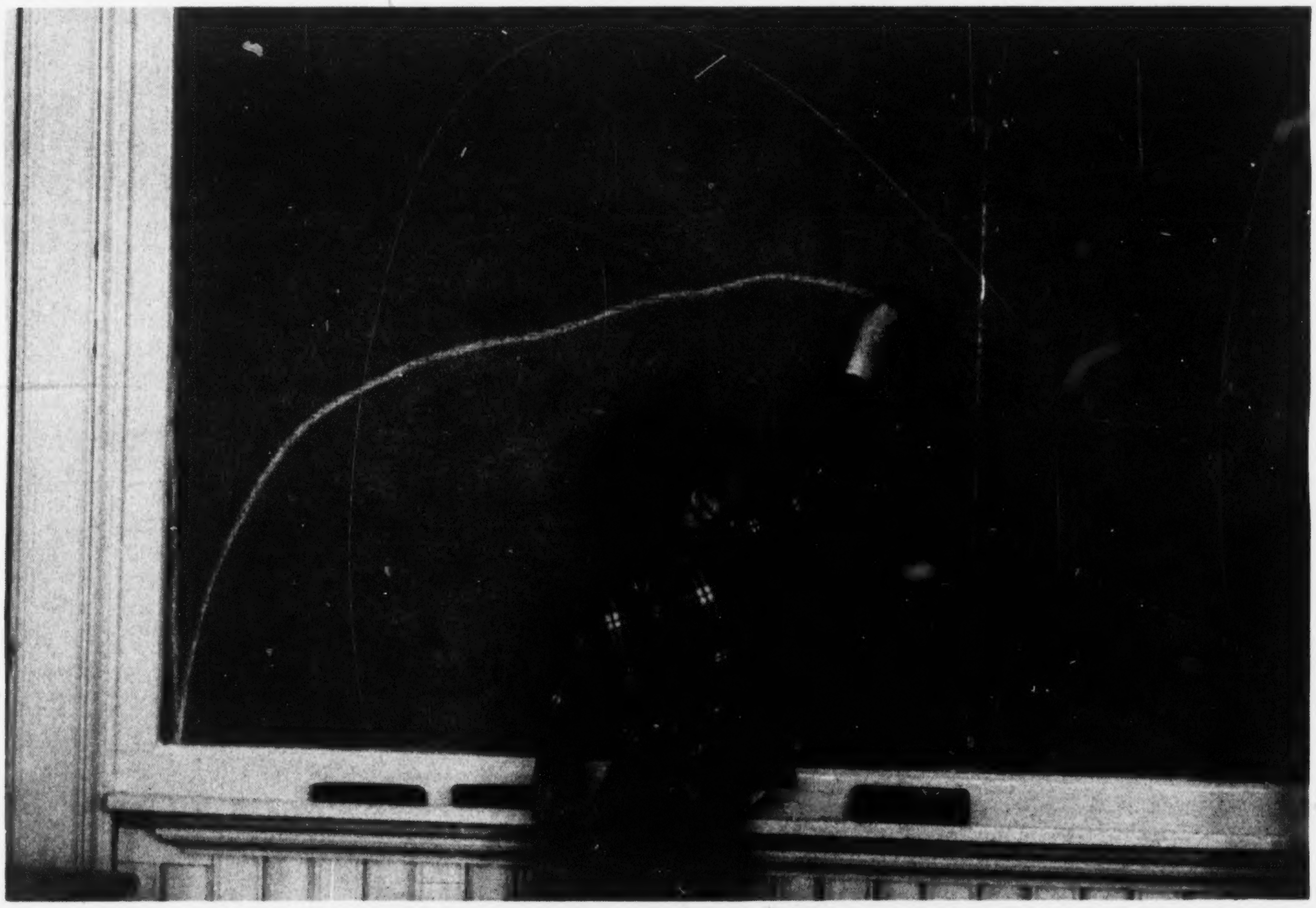
MAKE YOUR OWN GAMES!

GAMES TUTORS PLAY

To Help Their Tutees Learn New Words Easily !

See Page

BOARD GAMES – – – – – – – – – 65
CARD GAMES – – – – – – – – – – – – – – 81
BINGO TYPE GAMES – – – – – – – – – – – 93
ACTION GAMES – – – – – – – – – – – – – 103
FUN - FILLED FINISH – – – – – – – – – 113
(A Variety of other Games)



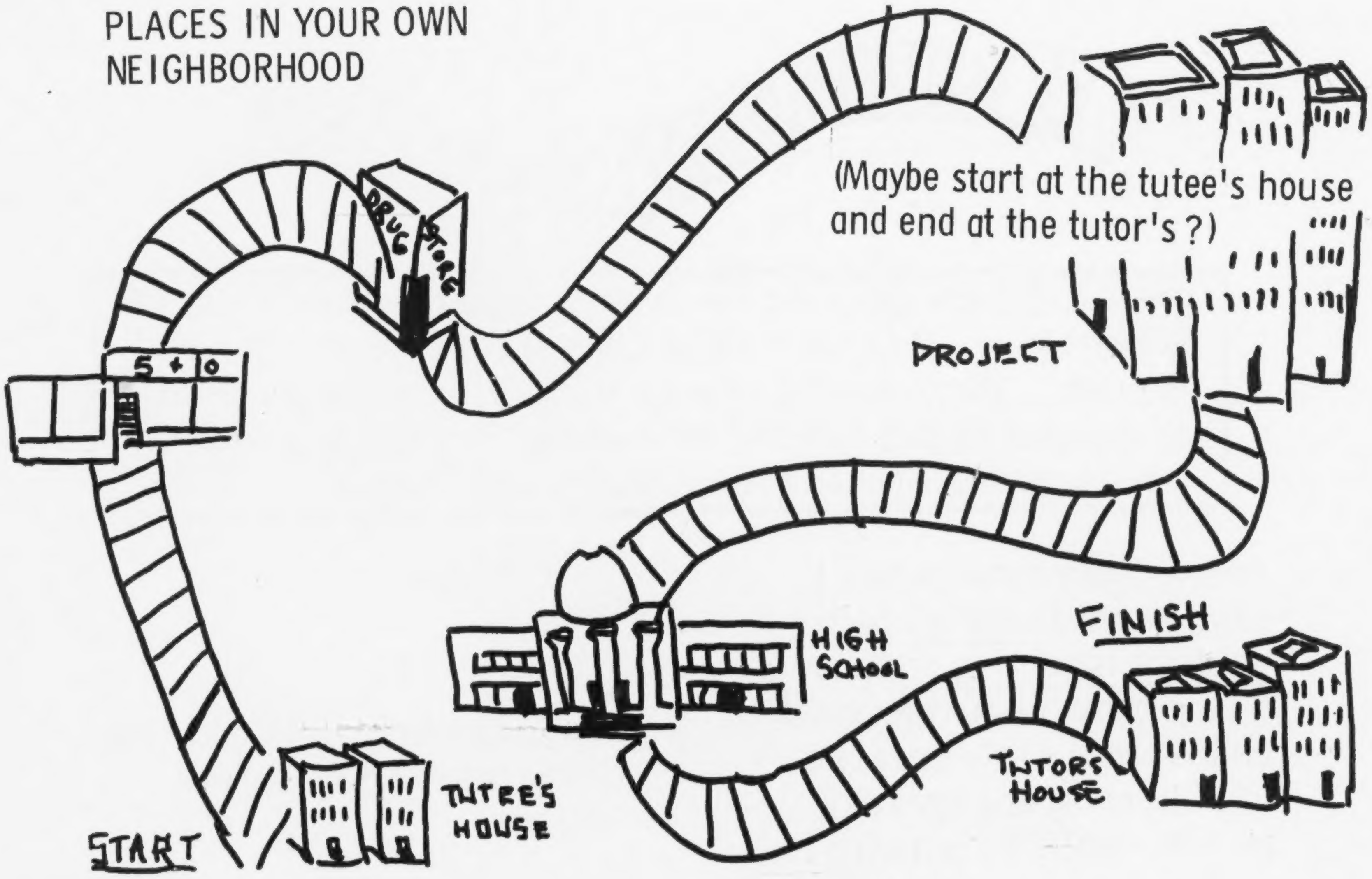
BOARD GAMES

These games are lots of fun for tutees to make as well as to play and to learn from. They can make all kinds of boards to go with their interests. They can make different things as place markers--cars or airplanes or rock singers, for example. You and your tutee can also decide together how you want to take turns.

However your tutee decides to play, he must read one of the words he is working on before he can move his marker ahead on the board. This leads to a lot of learning and reviewing for him--while he is having fun.

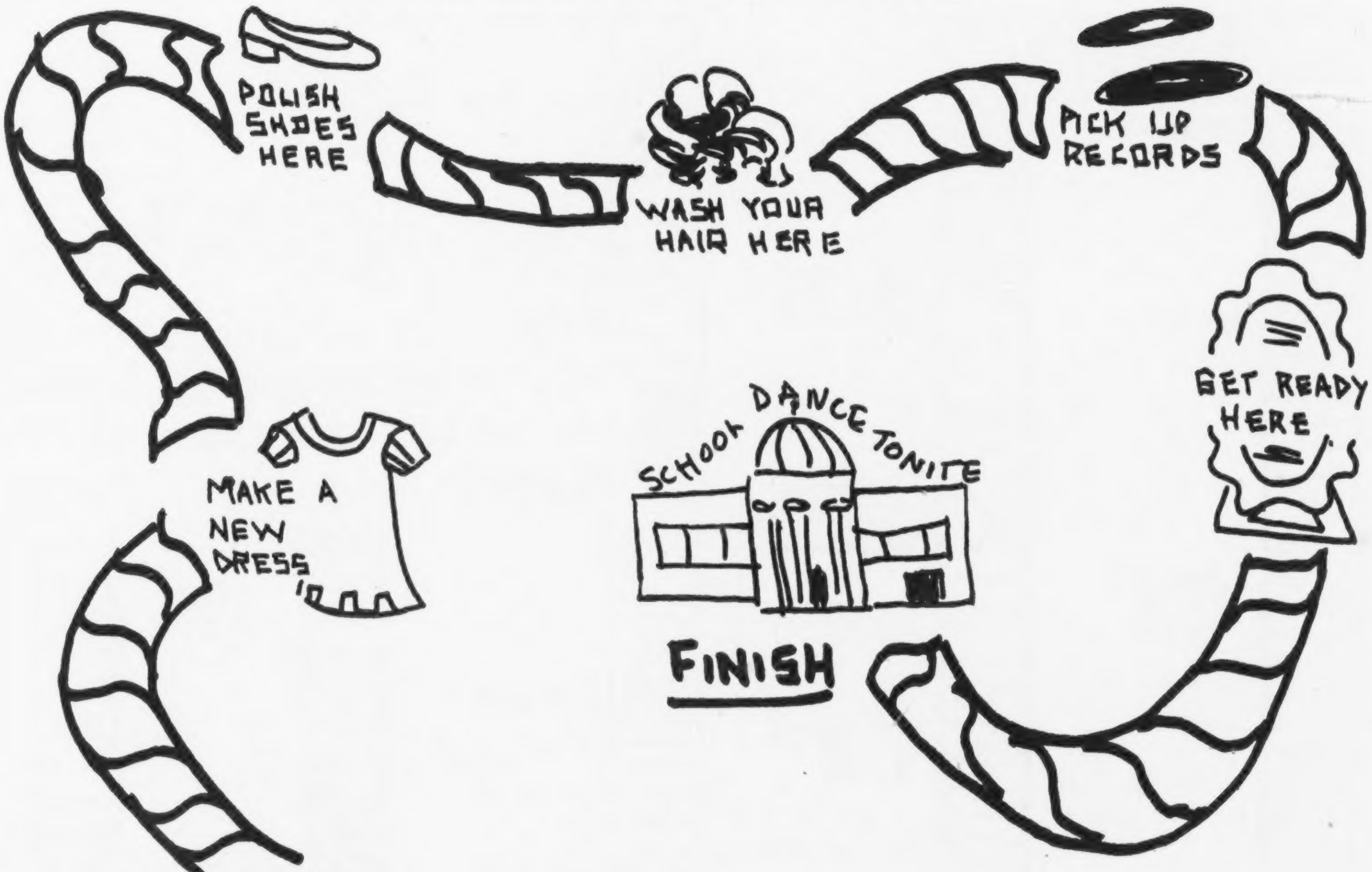
On the next pages are game ideas other tutors have used and enjoyed.

PLACES IN YOUR OWN NEIGHBORHOOD

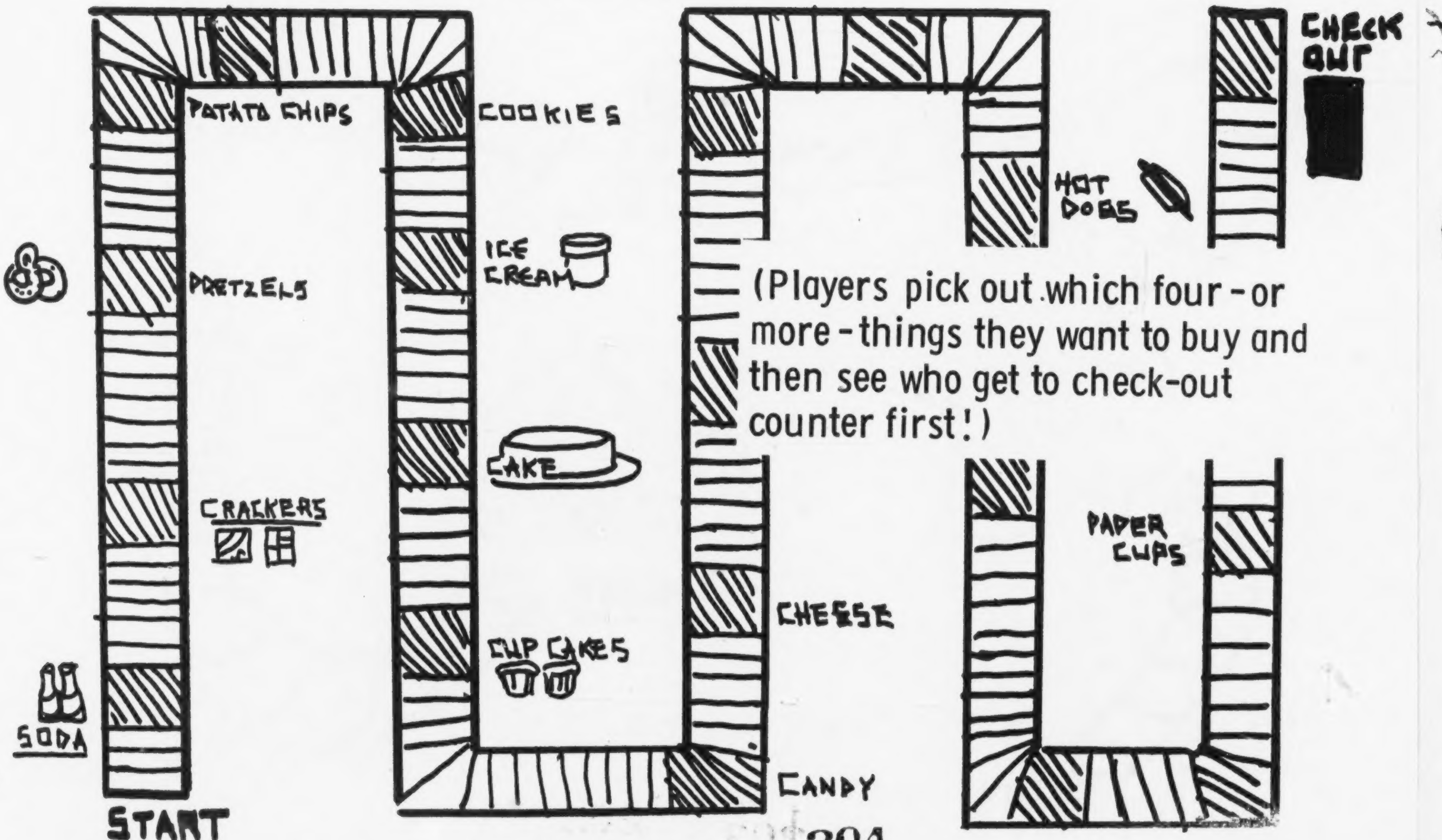

DRUG STORE
5 + 10
PROJECT
HIGH SCHOOL
FINISH
TUTOR'S HOUSE
TUTEE'S HOUSE
START

(Maybe start at the tutee's house and end at the tutor's?)

GETTING READY FOR A BIG DANCE.

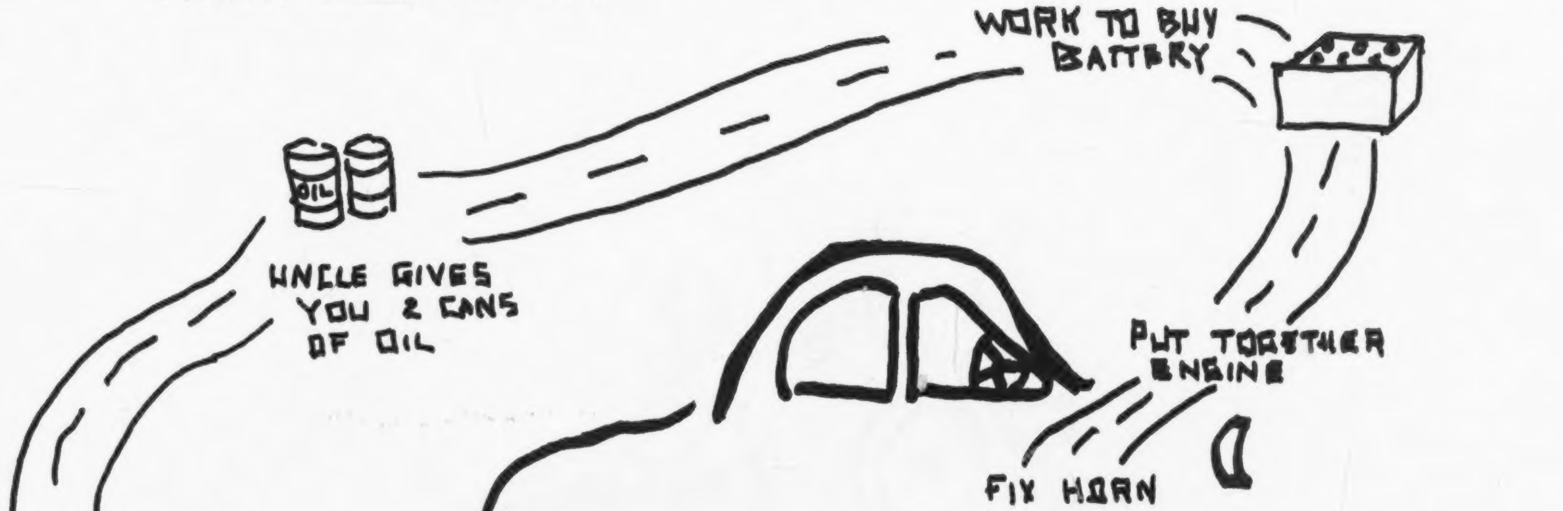

POLISH SHOES HERE
WASH YOUR HAIR HERE
PICK UP RECORDS
GET READY HERE
SCHOOL DANCE TONITE
MAKE A NEW DRESS
FINISH
START

BUYING FOOD FOR THE BIG PARTY

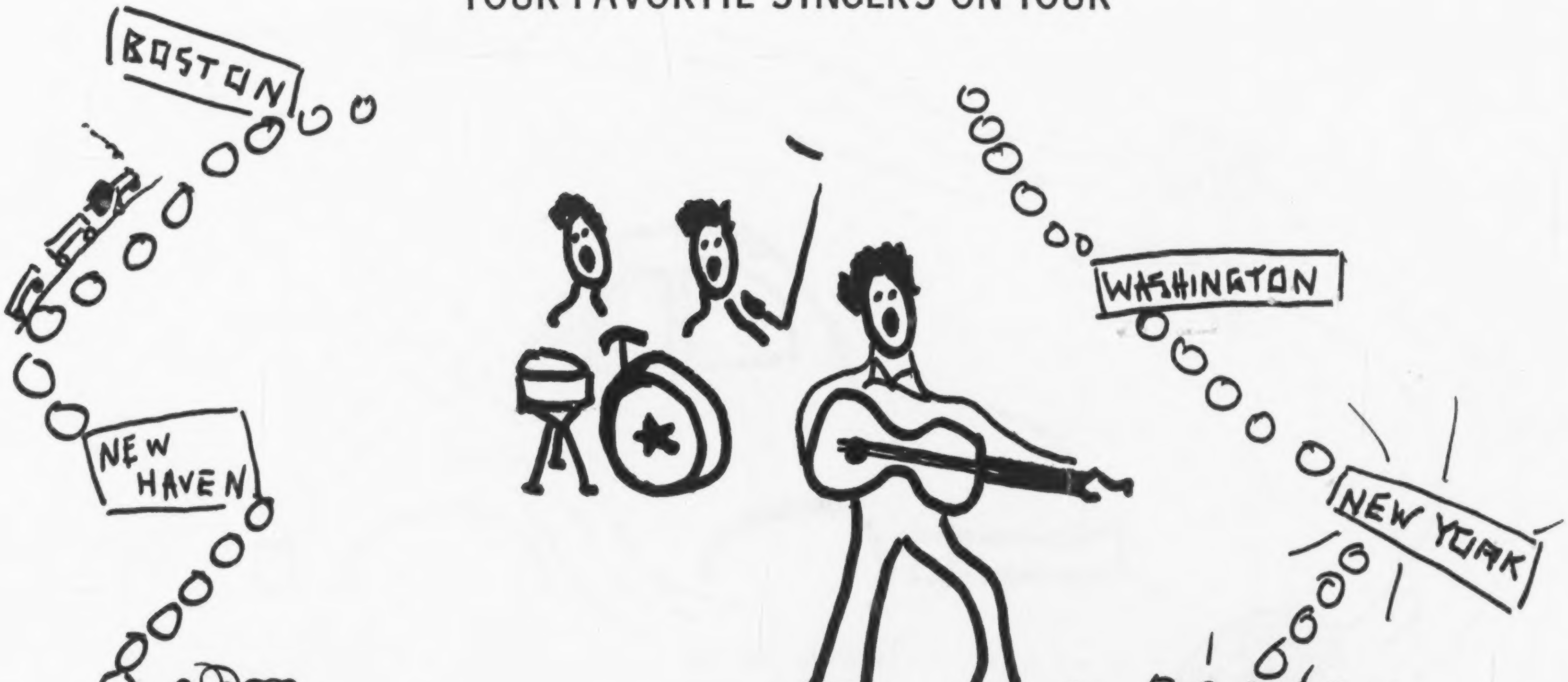

START
SODA
CRACKERS
PRETZELS
POTATO CHIPS
COOKIES
ICE CREAM
CAKE
CUP CAKES
CANDY
CHEESE
HOT DOGS
PAPER CUPS
CHECK OUT

(Players pick out which four-or more-things they want to buy and then see who get to check-out counter first!)

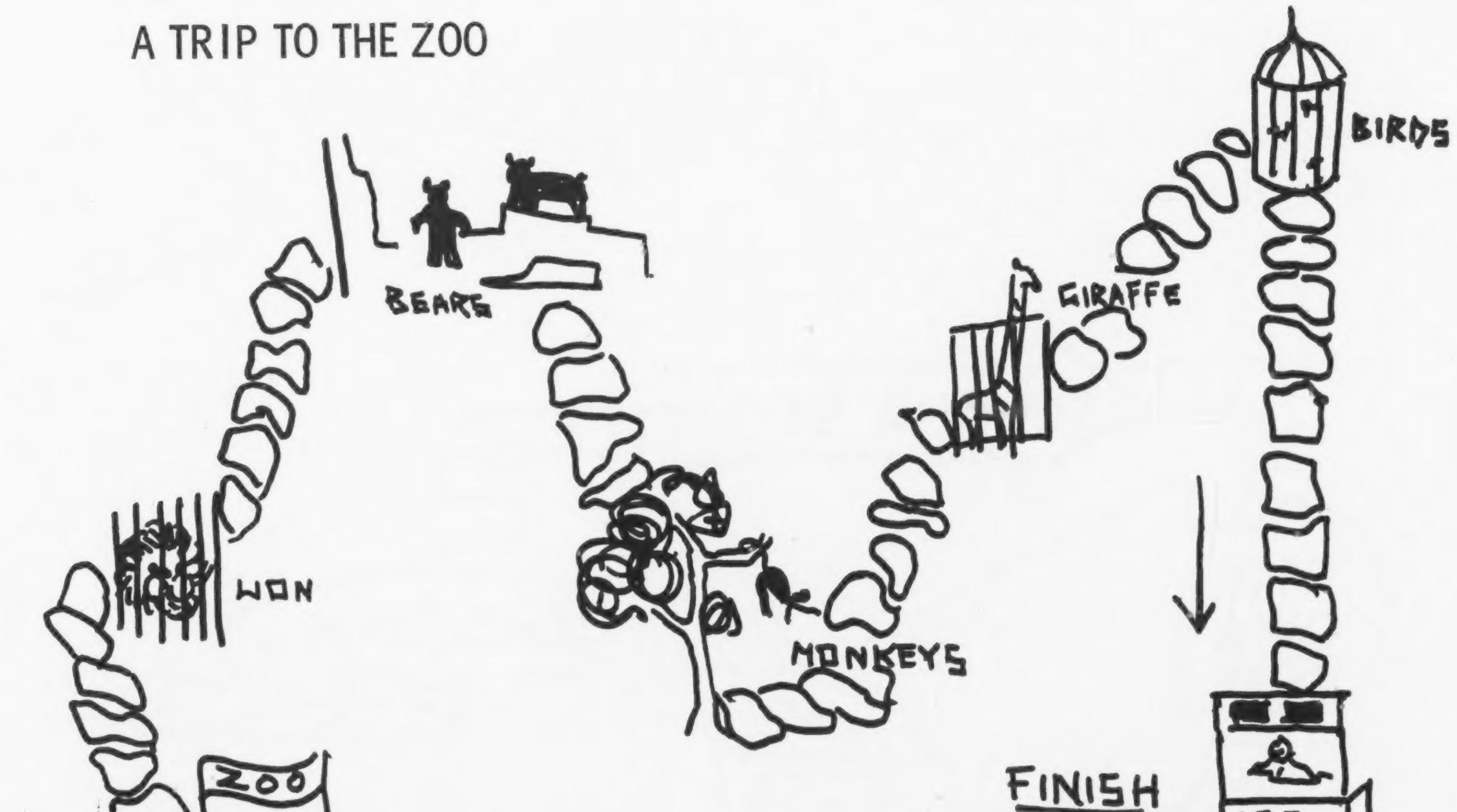
FIXING UP AN OLD CAR


WORK TO BUY BATTERY
OIL
UNCLE GIVES YOU 2 CANS OF OIL
PUT TOGETHER ENGINE
FIX HORN
FRIEND HELPS YOU FIX AXLE
GET SOME WHEELS ON SALE
PASS INSPECTION GET NEW LICENCE
FINISH
START

YOUR FAVORITE SINGERS ON TOUR

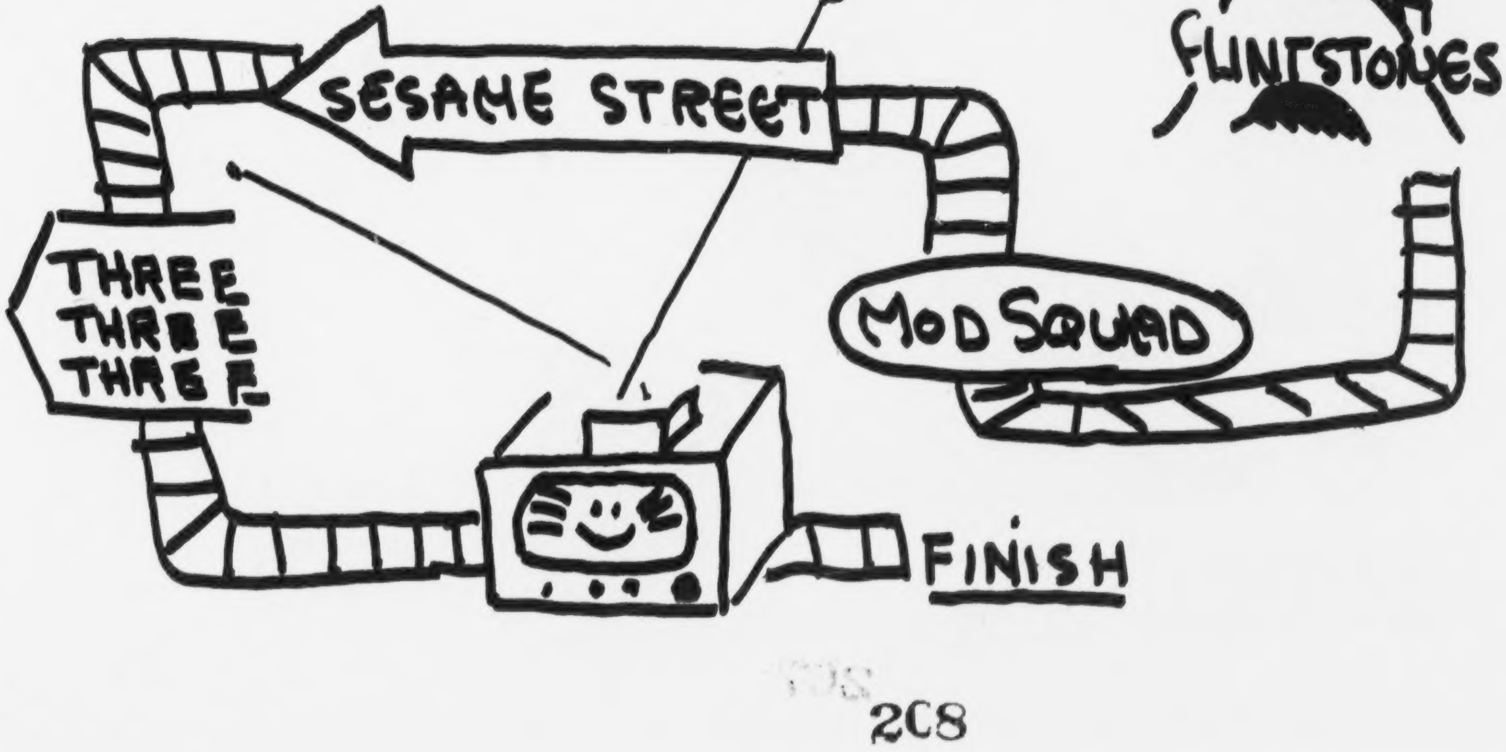

BOSTON
NEW HAVEN
SMALL TOWN
START
WASHINGTON
NEW YORK
HOLLYWOOD
FINISH

A TRIP TO THE ZOO


BEARS
BIRDS
GIRAFFE
LION
MONKEYS
ZOO
BUS
START
FINISH
WINNER GETS
ICE CREAM

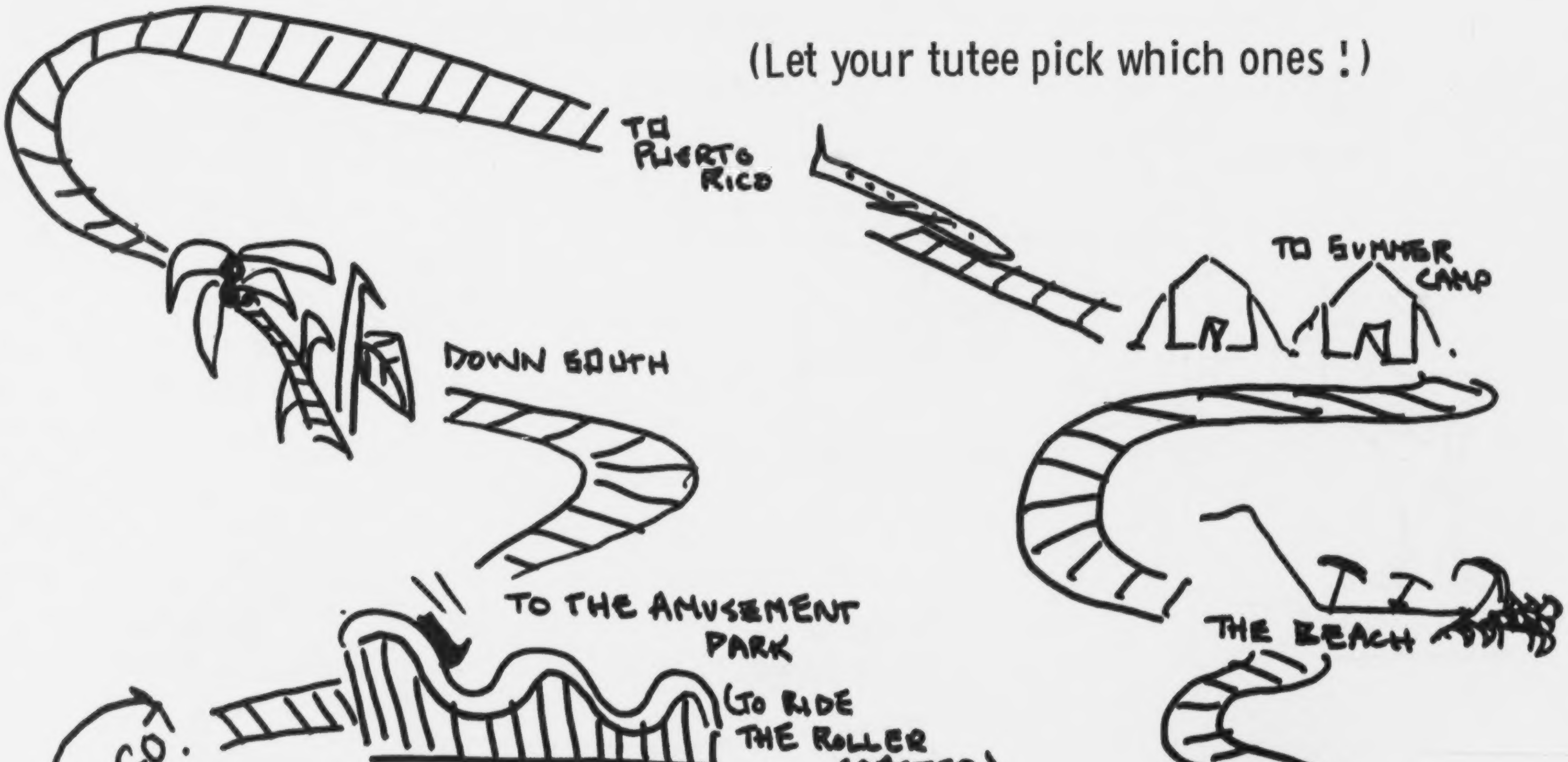
VISITING TV SHOWS

(For names - use those your tutee likes best !)


START
GILLIGAN'S ISLAND
FLINTSTONES
MOD SQUAD
SESAME STREET
THREE THREE THREE
FINISH

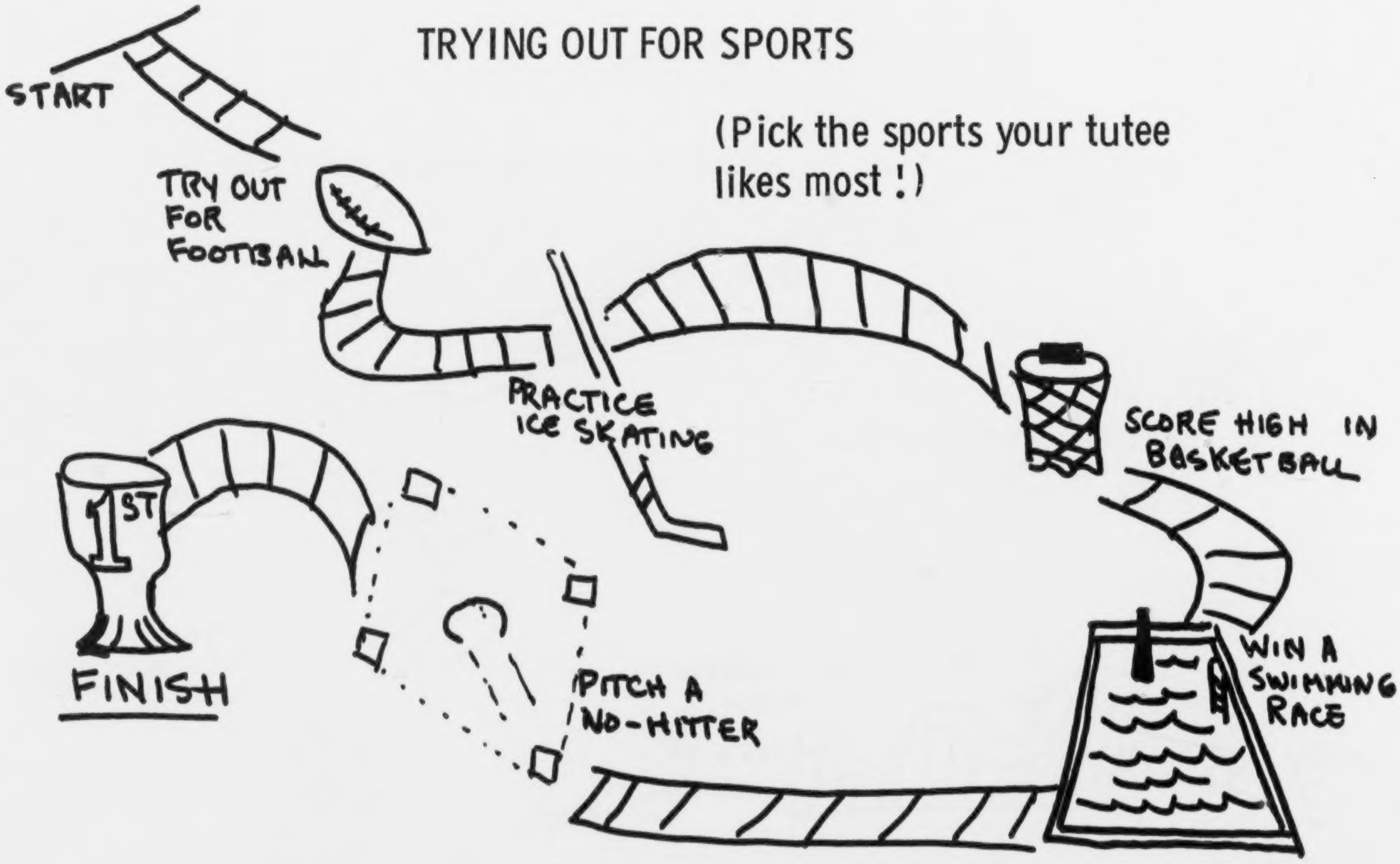
GOING ON FUN VACATIONS

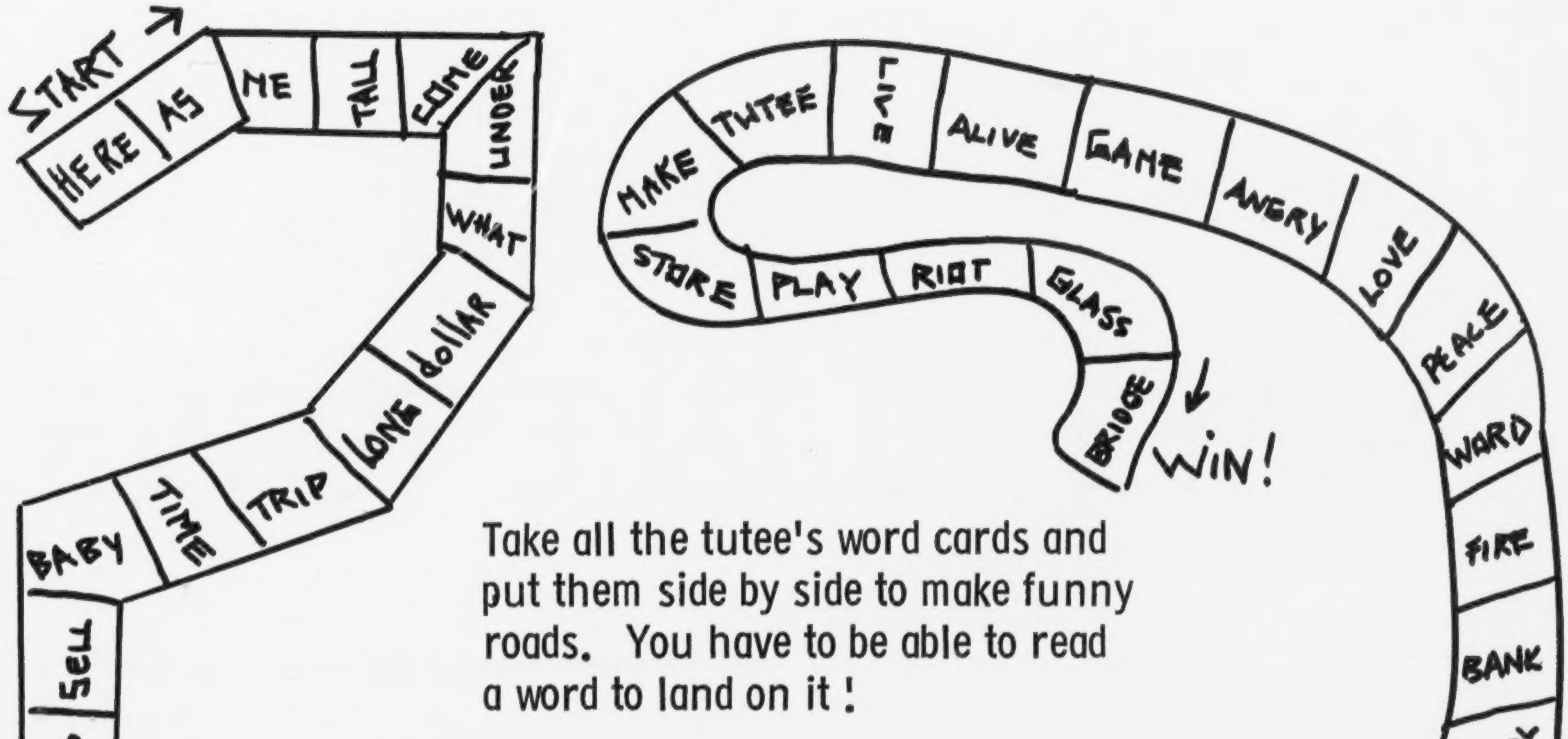
(Let your tutee pick which ones!)


GO!
SCHOOL'S OUT!
TO THE AMUSEMENT PARK
(TO RIDE THE ROLLER COASTER)
DOWN SOUTH
TO PUERTO RICO
TO SUMMER CAMP
THE BEACH
HOME AGAIN
WINNER GETS ANOTHER VACATION

TRYING OUT FOR SPORTS

(Pick the sports your tutee likes most !)


START
TRY OUT FOR FOOTBALL
PRACTICE ICE SKATING
SCORE HIGH IN BASKETBALL
WIN A SWIMMING RACE
PITCH A NO-HITTER
1ST
FINISH


START →
HERE
AS
ME
TALL
COME
UNDER
WHAT
dollAR
LONG
TRIP
TIME
BABY
SELL
MOP
DOG
CAR
TOO
COST
WEIGH
ALWAYS
HAPPY
SLEEP
MORE
NEVER
LEG
FIVE
WHY
SCHOOL
BANK
FIRE
WARD
PEACE
LOVE
ANGRY
GAME
ALIVE
LIVE
TUTEE
MAKE
STORE
PLAY
RIOT
GLASS
BRIDGE
WIN!

Take all the tutee's word cards and put them side by side to make funny roads. You have to be able to read a word to land on it !

FUN - FILLED
(and HELPFUL)

WAYS TO TAKE TURNS

→

Let your tutee pick his favorite.

USE YOUR TUTEE'S WORDS

Put the word cards your tutee needs help with face down in a pile. (These words can come from anything your tutee has been writing - greeting cards, diaries, poems, etc. - See TUTORS' GRAB BAG) If different players have been working on different words, each may have his own pile. BE SURE EACH PLAYER HAS ABOUT THE SAME NUMBER OF LONG WORDS !

Tutee turns up a word. If he can read it well, he counts the number of letters in the word. Does it have

3 Letters ?

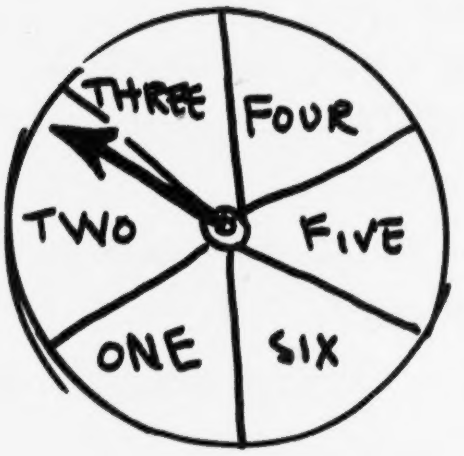
Move 3 spaces on the board !

6 Letters ?

Move 6 spaces on the board !

If tutee can't read the word easily, tell it to him, let him copy it or do whatever he thinks will help him remember it, and put it on the bottom for another try.

USE A SPINNER



Make a spinner out of cardboard. You can attach the arrow with a paper fastener.

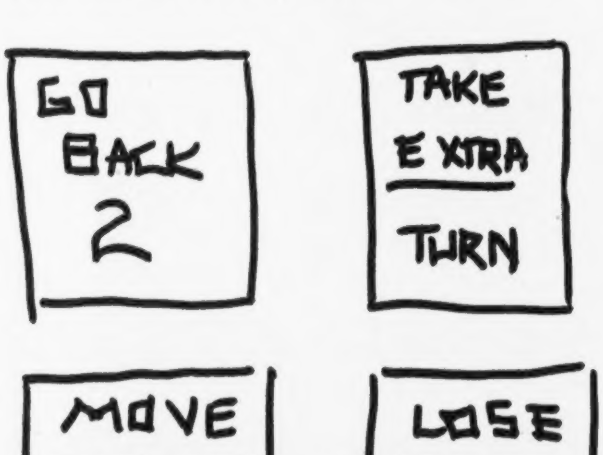
Put the word cards your tutee needs help with in a pile, face down. If different players have been working on different words, each may have his own pile. (The words can come from the tutee's stories, scrapbooks, gossip sheets, riddles, etc. - See TUTORS' GRAB BAG!)

Have player take top card. If he can read the word on it, he gets to spin the arrow and move his marker as far ahead on the game board as it says. (See BOARDS YOU CAN MAKE pp in GAMES TUTORS PLAY!)

If tutee cannot read word, put card at bottom of pile for another try.

MAKE BIG BOSS CARDS

Let your tutee make small cards that tell what to do, such as



Put the word cards your tutee needs help with face down in a pile. (The words can come from anything your tutee has been reading or writing - See TUTORS' GRAB BAG!) If different players have been working on different words, each may have his own pile.

Tutee turns up a word from his pile. If he can read it, he get to take a BIG BOSS card and follow its instructions. If he cannot, tell him the word, let him study it any way he wants, and then put it on the bottom for another try!

CARD GAMES !

Here are some sample games other tutors have found worked well with their tutees. Maybe you can think up some of your own.

Making the cards for these games gives your tutee a good chance to look over and write the words he is working on. Playing with the cards makes learning and reviewing even more fun !

TRIPLETS

BASED ON "GO FISH"

HOW TO PLAY :

Deal five word cards to each player. Put rest in middle, face down. Reading from one of the cards in his own hand, First Player asks Second Player, "Do you have the word -----?" If the Second Player has one or two cards with that word written on it, he must give one or both to the First Player, who gets to ask again for another word. If the Second Player does not have the word asked for, he says NO BABY and the First Player takes a card from the pile in the middle. Then it is the Second Player's turn. (The tutor should help check the players' hands to be sure they can read their words and are playing fairly.)

HOW TO WIN:

Every time a player gets three cards saying the same word, he says "Call the doctor! I've got triplets!" He reads the word to everyone and puts the set down in front of him. The person with the most "triplets" when the middle pack is finished WINS.

WHAT YOU NEED:

3 Copies of every word -- your tutee gets good practice making these cards! (No pictures should be on the cards.)

BONUS POINTS:

Anyone who can read all the words at the end of the game gets a bonus "set of triplets!"

HELPFUL HINT:

If you play this with your tutee, you can help him win if you do not ask him for the words you know he has.

WORD SCRAMBLE

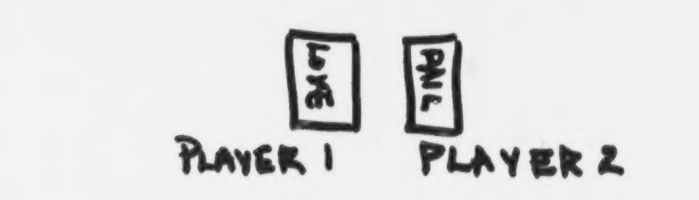
BASED ON THE CARD GAME "WAR"

HOW TO PLAY:

Deal all the cards face down in a pile to each player. Then each player turns up one card. The player whose card starts closest to the letter a in the alphabet takes the other cards. (Player with the word love, in the above pail - love set, gets both words.) If both words start with the same letter, you have a WORD SCRAMBLE! Each player puts two cards face down and then turns a third card up. The player whose word starts closest to the letter a wins all the cards involved in the SCRAMBLE. (Player with the word bus won the SCRAMBLE above).

HOW TO WIN:

The player ending up with the most cards wins.



WHAT YOU NEED:

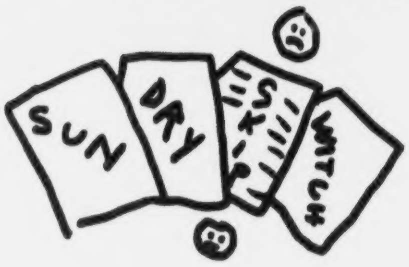
Tutee's word cards. Each tutee can bring his own.

HELPFUL HINTS:

Having your tutee make an alphabet sheet makes the game easier. Setting a time limit for playing is a good idea!

SKIP

BASED ON "OLD MAID"



HOW TO PLAY:

Deal all the cards out. One player will have more than the others because he will have the SKIP card. One player draws a card from the hand of another. If he is lucky, he will pick a match to one in his hand. He can then put down all the pairs in his hand. But if he is unlucky, he will draw the SKIP card. He should then shuffle his hand so no one will know which card is the SKIP card. Then someone else draws a card from him. Keep going until all pairs of cards are matched and someone holds only the SKIP card.

HOW TO WIN:

Don't end up with the SKIP card.

WHAT YOU NEED:

copies of every card and a SKIP card, which may be as ugly or funny as the pupil who makes it desires.

HELPFUL HINTS:

Be sure the back of the SKIP card looks exactly like all the other cards.

There is no way to know who will win this game. If you think it is bad for your tutee to lose too often now, perhaps you should try TRIPLETS or some other game.

FINDERS KEEPERS

BASED ON "CONCENTRATION"

HOW TO PLAY:

Give both players and the tutor a set of the word cards (the words in each pile must be exactly the same). Players spread cards face down in front of them; the tutor puts hers face down in a pile. Tutor then turns the first card over. Whichever player can read the word to himself and then find his card of that word first, gets to read the tutor's word and make a pair for himself.

HOW TO WIN:

The person with the most pairs when the tutor comes to the end of her pile WINS!

BONUS POINTS:

Anyone who can read all the pairs gets to add a pair to his final number.

WHAT YOU NEED:

cards for each word - your tutee gets good word review when he makes these cards.

HELPFUL HINT:

This is not a good game to play with too many words, so pick those your tutees need help with most!

LOVERS

HOW TO PLAY:

Put all the cards face down on the table. The first player picks two cards. If he can make a compound word out of them (workman, for example), he gets to bring the "lovers" together and keeps them. If he cannot, he turns them both back down. Then the next player tries.

→

LOVERS
(con't.)

HOW TO WIN:

The player with the most "lovers" at the end - when all cards are up - WINS.

BONUS POINTS:

Anyone who can read all the compound words gets to add a bonus set of "lovers" to his total.

WHAT YOU NEED:

Cards made from compound words - one card for each half of the compound word.

HELPFUL HINTS:

Since different words may be made each time, there may be a few cards left at the end that are not "lovers". These should be ignored. Do not use more than 20 cards.

SIMON SAYS SOUNDS

HOW TO WIN:

The person who ends up with the most cards wins.

BONUS POINTS:

Anyone who can read all the cards, at the end adds 5 to his total score.

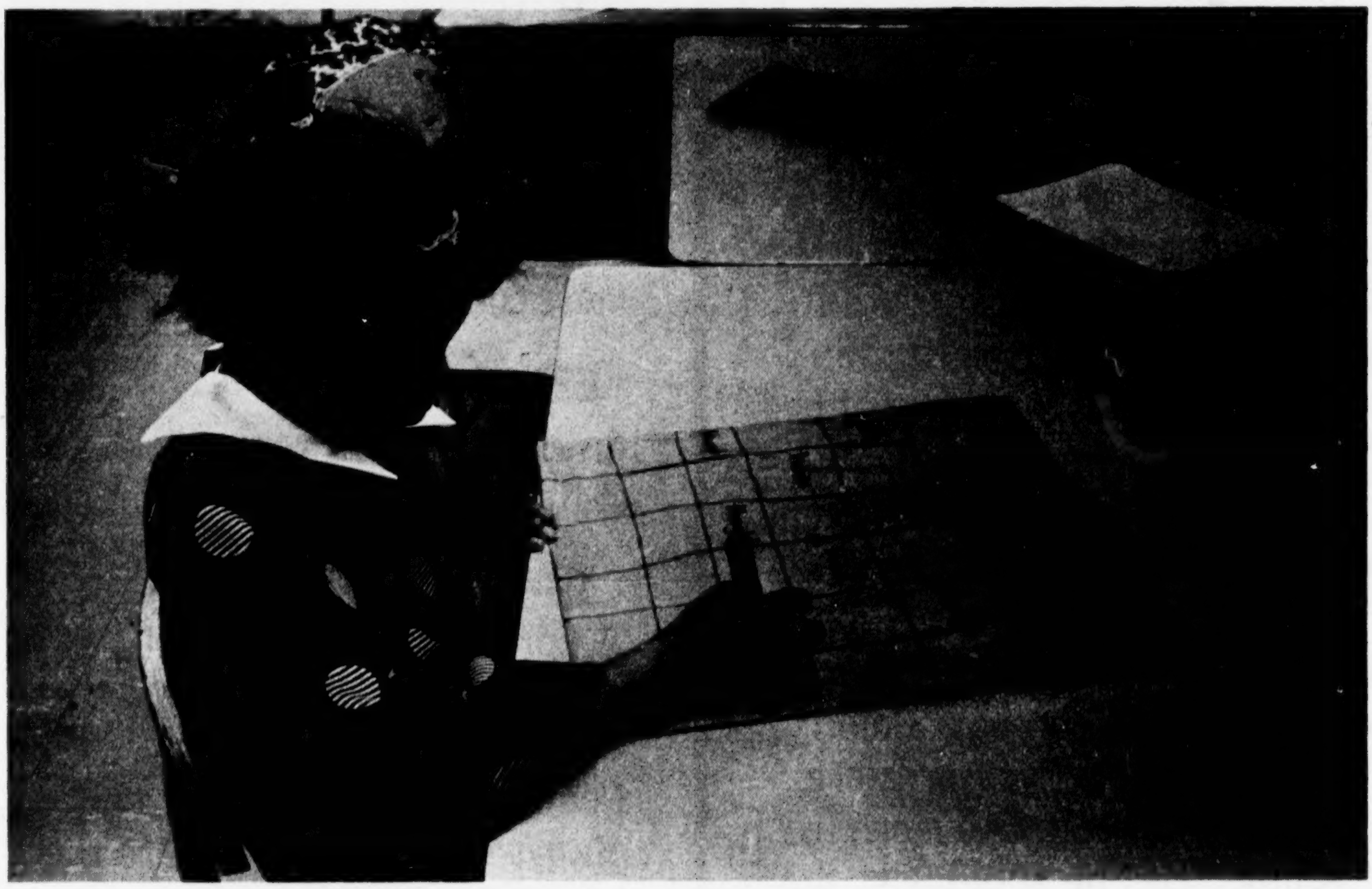
WHAT YOU NEED:

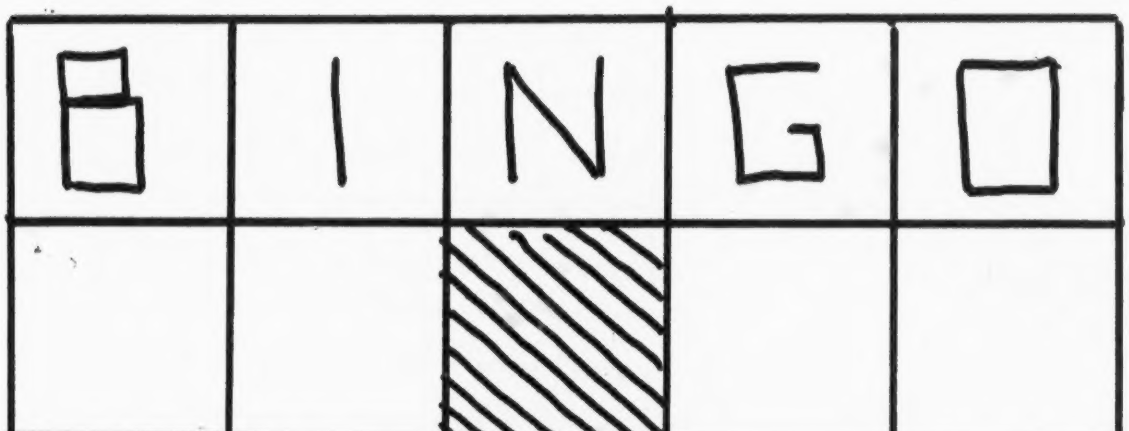
A word card pile for each player.

HELPFUL HINTS:

Not all the word cards in a pile always get used, so be sure the most important ones are on top.

Each tutee takes the top five cards from his word pile. The one who starts as "Simon" says, talking to another player, "Simon" says read a word that starts with the same sound as this one" - reading one from his hand. If the second player has a card in his hand that starts with the sound, he reads it and gets to be "Simon". If he does not, "Simon" takes one of the second player's cards, and gets to be "Simon" again. A limit should be set on the number of times in a row a person can be "Simon". When a player's five words are gone, he may take five more from his pile. No one should ask the same sound twice in a row.





These games are exciting to play. They also provide a great chance for word review by your tutee as the words must be written several times each for most of the games.

WORD BINGO

1: Make 3 or more BINGO BOARDS with 5 rows of 5 squares each. Mark the middle square FREE.

dish	will	have	bus	trip
edge	other	every	rub	since
lovely	are	FREE	purse	brush
war	ghost	friend	weigh	tall
wind	beg	when	trick	cute

2: Pick 24 of a tutee's word cards and copy the words onto the first BINGO BOARD. Then put the same words on the other two BINGO BOARDS - but be sure they are in different rows from those on the first BINGO BOARD.

3:

Cut up slips of paper about the size of the squares to be markers.

4: Give each player a BINGO BOARD

5: Shuffle the 24 word cards.

6: Then pick the top word card and hold it up. The players then cover the word on their BINGO BOARDS with - paper markers. If a player is not sure what the word is, let him ask now.

7: The first player who covers five words in a row in any direction and who CAN READ ALL FIVE WORDS is the WINNER.

NOTE:

Tutee should enjoy helping to make the BINGO BOARDS - and get good review too !

SOUND BINGO

t	b	r	w	f
g	v	m	z	p
n	c	FREE	d	l
k	h	s	x	q
b	m	y	j	s

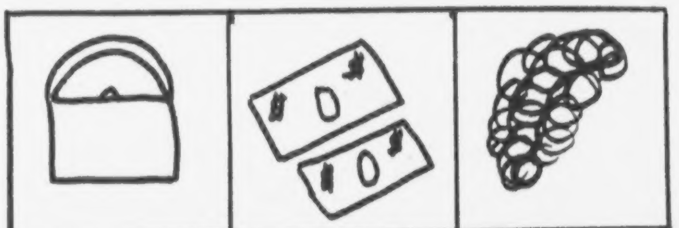
1: This game can be played by any tutee who has a pile of word cards. All a player needs to do is make a sound board like the one above. Be sure that the letters are in different places on the different boards.

2: Players should decide what to focus on - the beginning, middle, or end sounds of words - so that the game will not become too confusing.

3: The first player draws the top word card from his pile, and reads the word aloud. If the word begins (or ends - whatever was decided) with a sound like that of a letter on his board, he covers that letter with a marker.

4: The first person with five letters in a row covered by markers WINS !

PICTURE BINGO



1: Make a board of pictures that go with the tutee's word cards (your tutee should have fun doing this himself or helping you). It is better to make only six or eight squares on each card - and have several cards - than to crowd too many on one.

2: When each player has at least one PICTURE BINGO card, tutor holds up a word card from the first player's word card pile. Player reads it and if he has a picture of it on his PICTURE BINGO card, he takes the word card and covers the picture.

The first player to cover his board WINS.

CONSONANT BINGO

NOTE: No
AEIOU

B C D F G H J

K L **M** N **P**

Q **R** **S** **T** V
W X Y Z

1: Cut paper into many small slips and on each slip write one consonant. There should be several slips for each consonant, especially for those underlined above.

Tutees may use any BINGO BOARDS they have made (See suggestions under WORD BINGO, p). The BOARDS need not have the same words on them.

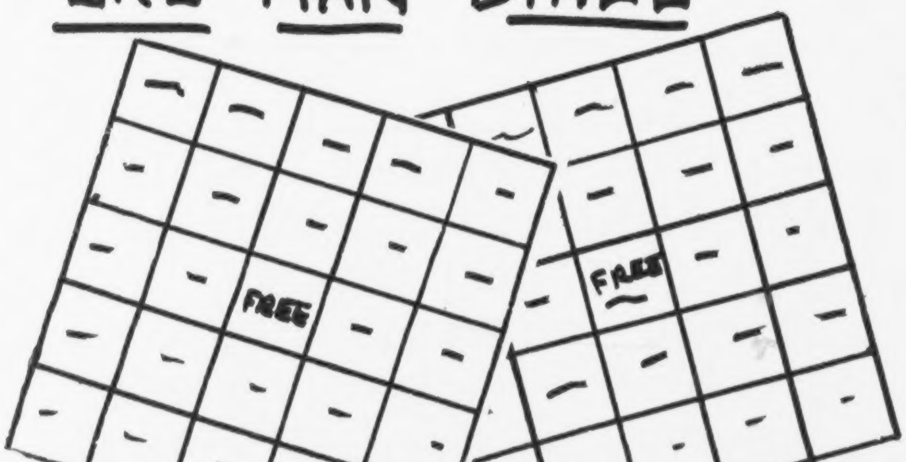
2: Tutor and players should decide what to focus on - the beginning, middle, or end sounds of words. (Doing more than one of these at a time can be confusing.)

3: The tutor then turns all the consonant slips face side down. He draws one of the slips and then makes the sound of the letter without saying the name of the letter.

4: The players look at their cards. If any of their words begin with (end with, or have in the middle - depending on what was decided) the sound made by the tutor, they cover the word with a marker. (They may cover more than one word).

5: The first player with 5 covered words in a row WINS - if he can read all five words.

ONE-MAN BINGO



1: Make whatever kind of BINGO boards your tutee likes - Word Bingo, Consonant Bingo, Sound Bingo, etc. (Your tutee can have fun making them himself).

2: When your tutee has two boards, have him give each one a number. Then have him write down on a piece of paper the number of the card he thinks will WIN.

3: Play the game the way it is usually played - but have the tutee put markers on both boards.

Which one will WIN?
Did the tutee pick the WINNER?

OTHER BINGO IDEAS

Are you working on a certain beginning sound?
Make a game with the words you and your tutee think up!

sell	show	same	sun	sew
stamp	slant	smell	she	spin
shut	skim	FREE	snap	should
spell	school	sheep	sister	share
soft	sharp	speed	shed	sprin

doing	loving	willing	saying	kissing
making	hitting	thinking	working	talking
selling	trying	FREE	testing	making
writing	baking	cooking	taking	liking
laughing	faking	buying	reading	saving

Is your tutee trying to learn a certain ending sound? Making BINGO BOARDS and the word cards to go with the game might help him.

ACTION GAMES

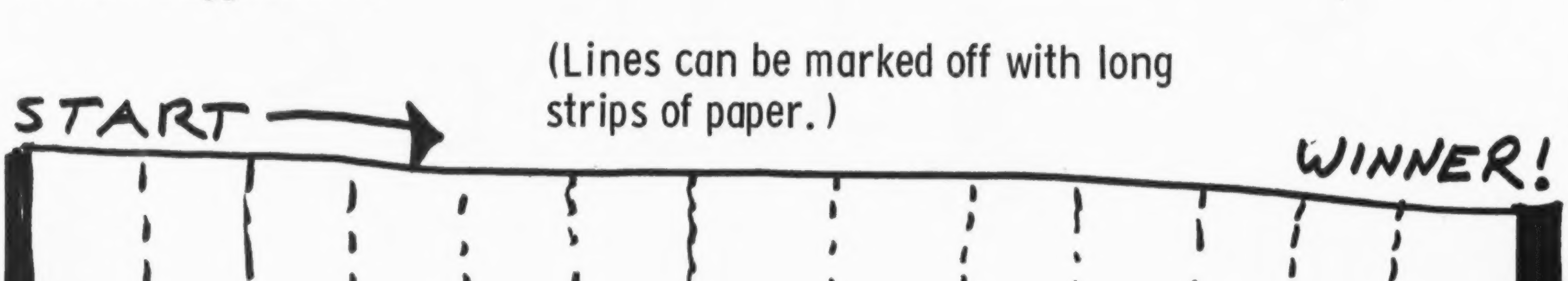
TO LET YOUR TUTEE MOVE AROUND —
WHILE READING AT THE SAME TIME

SWING INTO:

Walking a big step down the lines in the hall to the finish - every time one (or three or five) of the word cards* are read correctly.

* Word cards can be made whenever your tutee meets new words in his reading. See TUTORS' GRAB BAG for fun suggestions.

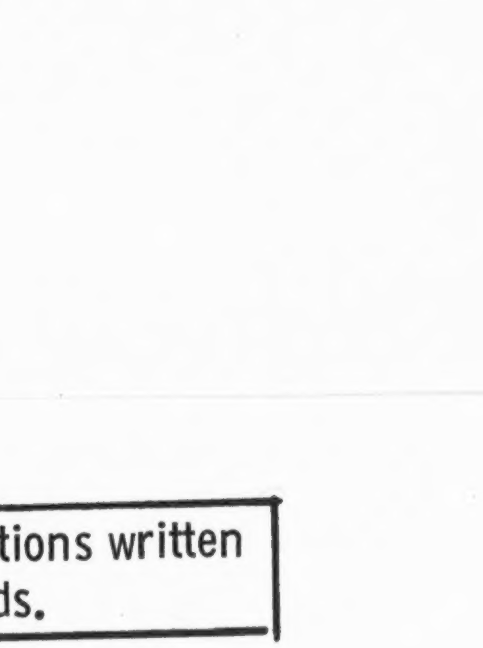
(Lines can be marked off with long strips of paper.)



SWING INTO:

Acting out the directions written on the DO THIS cards.

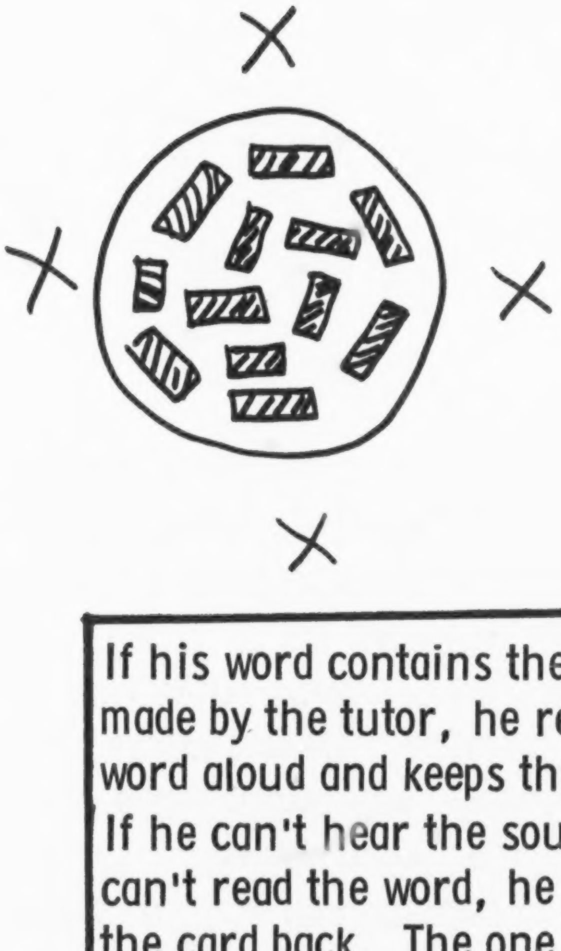
You and your tutee can make the "DO THIS" cards together using as many of the words your tutee has on his word cards as you can. For example, if your tutee has been working with the words chair and money, you might make a "DO THIS" card saying, "Get a piece of paper. Put it on a chair. Make some play money. Leave the money on the chair."



SWING INTO:

BIG CIRCLE GRAB!

Sit the players around a table.



Turn face down all the word cards (made any time your tutee meets a new word to work on - See ideas in TUTORS' GRAB BAG).

Tutor says a consonant sound. Each player picks up a card and reads it.

If his word contains the sound made by the tutor, he reads the word aloud and keeps the card. If he can't hear the sound or can't read the word, he puts the card back. The one who ends with the most cards WINS.

SWING INTO:

YOU ARE A TREE

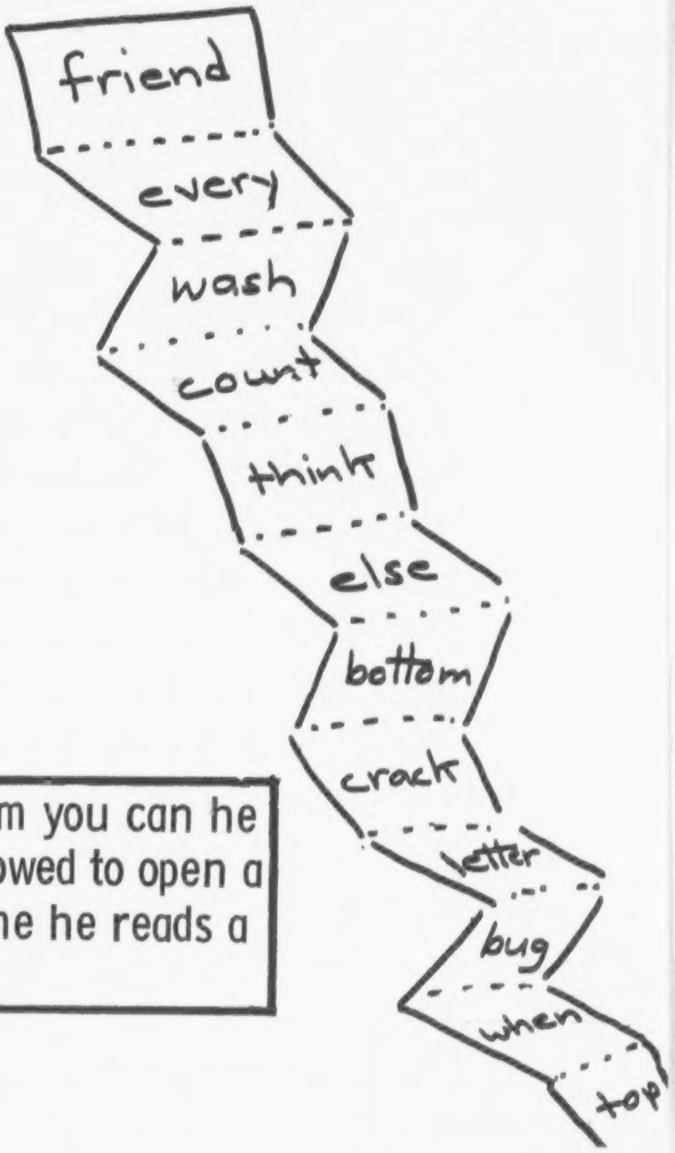
Having tutees be words that other tutees have to guess. Tutee reads silently what he is to act out - for example, "You are a tree." The other players ask questions such as, "Does your word rhyme with ball?" or "Does your word start with the same sound as Tom?" Whenever a tutee discovers one of the sounds in the word, the person acting has to give a new clue to another sound in the word or to the word itself. For example, if the word is tree, he may wave his arm to get across the idea of branch.

SWING INTO: "THE LONG PULL"

Take a long, long piece of paper (shelf paper is good - or glue pieces together) and fold it over and over.

Have your tutee write the words he is working on in the squares between the folds.
Fold the paper again.

How far away from you can he pull, if he is allowed to open a new flap each time he reads a word correctly?


friend
every
wash
count
think
else
bottom
crack
letter
bug
when
top

SWING INTO:

" I HAVE AN IDEA "

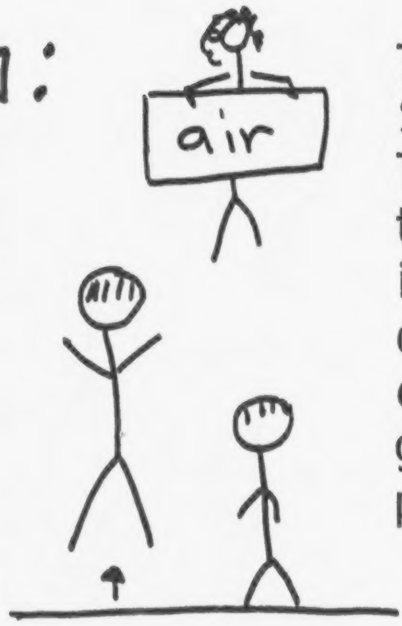
Tutor says, "I'm thinking of something I can see. It begins with the same sound as "water."

Tutee goes and stands by what he thinks tutor has in his mind - the window or wall, for example.

If tutee guesses right, he gets to choose a new object.	If he is not right, next player guesses.

SWING INTO:
JUMP UP!

(Two players are needed who have been working on the same pile of word cards.)



Tutor holds up first card in pile. Say it is the word air, for example. The players read the word to themselves. If the word belongs in a tutee's set, he jumps up and reads it out loud. If he is correct, tutor holds up next card, giving first card to the successful player.

Look through word cards and divide them into two sets, such as things people can buy and things people cannot buy or things you can see and things you cannot see.

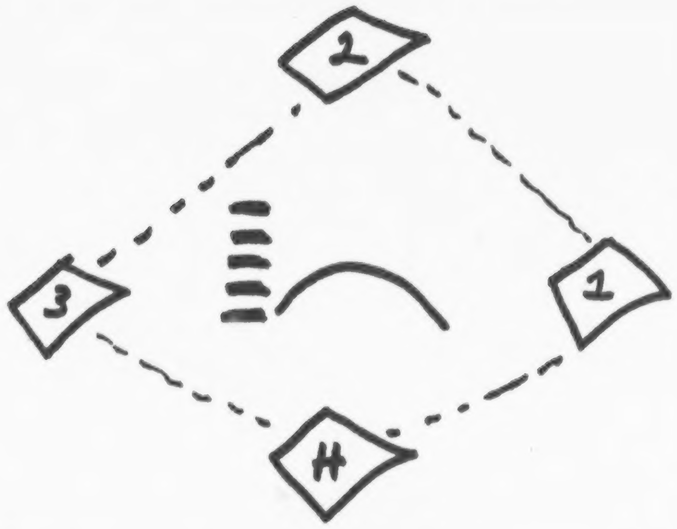
Try to have the sets fairly even.
Shuffle the cards well.
Pick one player for each set.

If wrong player jumps up, he is "Out" and game is over. The other tutee WINS - if he can read the word.

SWING INTO:

WORD BASEBALL

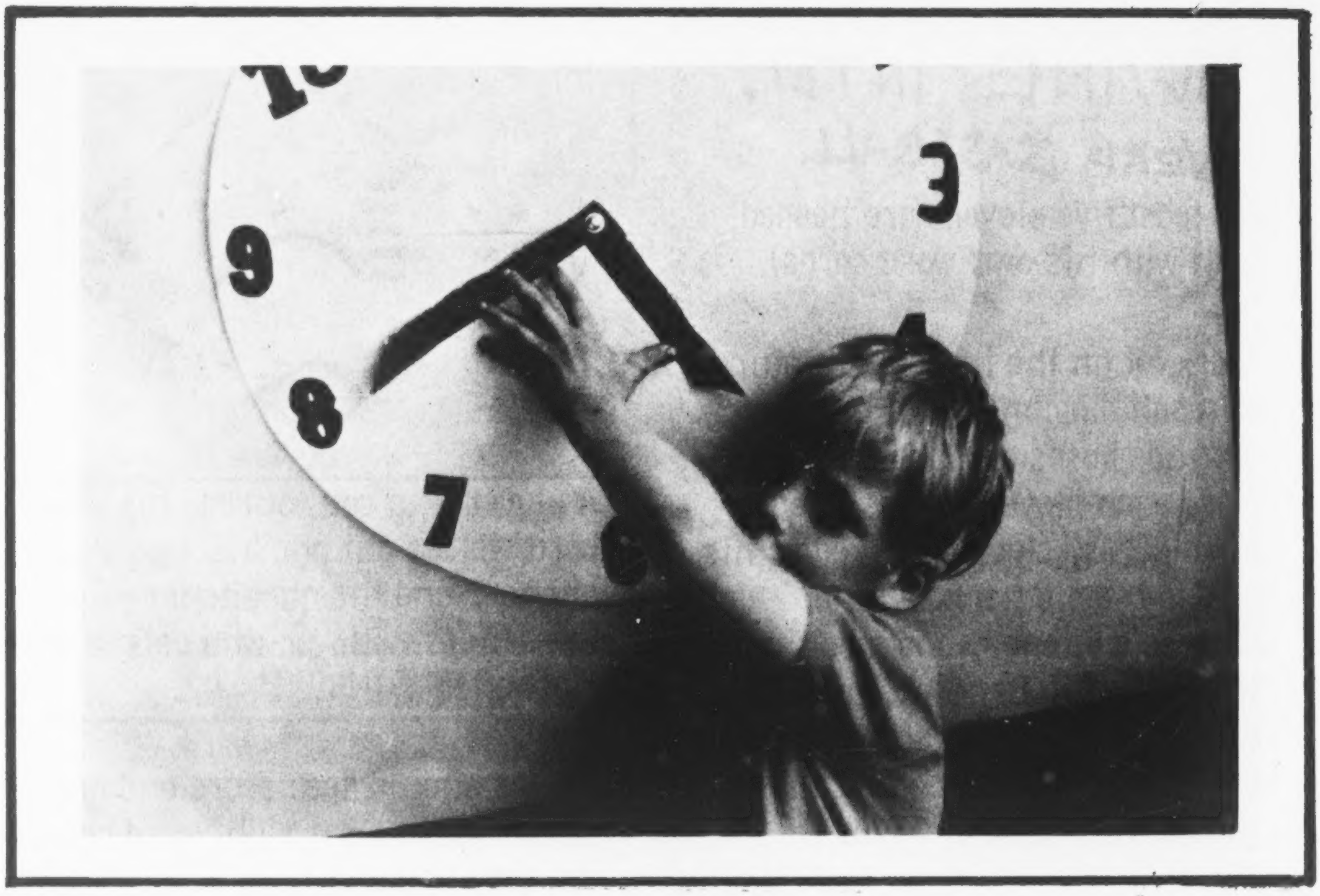
(At least five players are needed, each with his own word cards).



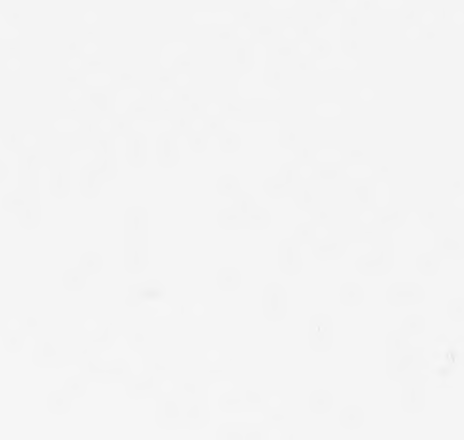
Mark off on the floor a miniature baseball diamond, with a pitcher's mound, bases and home plate. Have each player lay his pile of word cards, clearly marked as his, beside the pitcher's mound. Choose a pitcher, and a batting line-up. Pitcher picks up word cards of first batter and holds one up. If batter reads it, he goes to first base and next player comes to bat.

A player who cannot read his word card strikes out and becomes the pitcher, and the old pitcher joins the batters. Player who gets to base most often WINS.

(Tutor should keep score and make sure pitcher uses right word cards for each batter.)


9
3
8
7

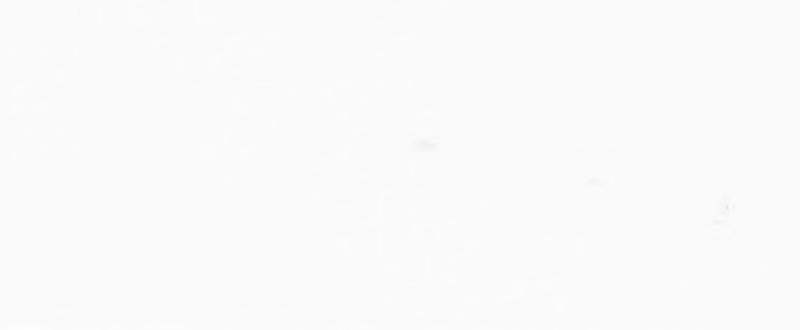
FUN-FILLED FINISH!



MORE GAMES TO PLAY
WITH YOUR WORD CARDS

PICTURE PICK-UP:

Let the players have fun making as many picture cards as they feel like (at least five each). Stand all the pictures up.



Give each player a chance to look at all the pictures, so everybody knows what each one is.
Each player then turns his word card pile face down.

The first player picks up his top card. If the word on it begins with the same sound as a word that describes one of the pictures, he places it to the left of that picture, reads it aloud, and draws again. If the word ends with the same sound as one describing a picture, he puts it on the right side. This player keeps turning up cards until he picks one that does not go with any picture. Then the next player takes a turn.

Any time a player puts the second card by a picture, he takes the picture.
The player with the most pictures WINS.

STORY STUMPERS

This is a game to play with tutees who like to write their own stories.

Have all the tutees agree how long they are going to write. Check the clock when they start.

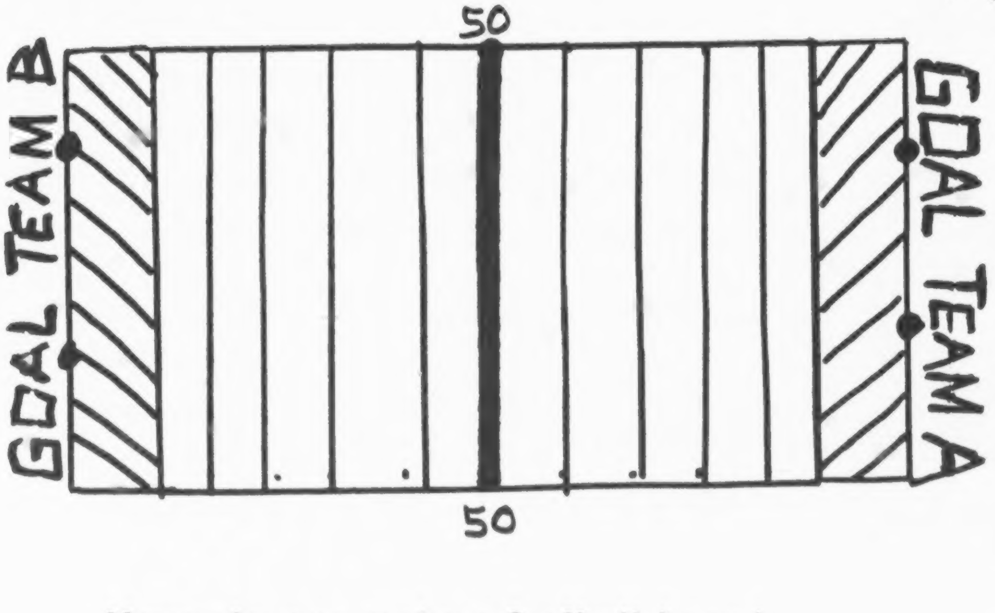
Each tutee may have his word cards in front of him. He may copy from them, and may ask the tutor for help.

When the time is up, all stop. Each player reads his story out loud, and the tutor keeps a record of the number of word card words used. The player gets a point for each one. (If the same word is used again, it is not counted twice.)

BONUS:
extra points are given to the best story.

NOTE: If all of a player's word cards came from one story, be sure he does not use that story in this game.

READING FOOTBALL: A GAME FOR TWO PLAYERS OR TWO TEAMS



Have players make a football board like one above.

Make a paper football marker.

Divide each player's word cards into two piles - a pile of words that are probably hard for him and a pile that are probably easy. Call the harder pile "20 Yard Words" and the easier pile "10 Yard Words".

Put the football marker on the 50 yard line to start

Team A decides whether to try for 10 yards or 20 yards, then picks a word from the proper pile. If the player reads the word aloud correctly, the football is moved 10 (or 20) yards "down the field." If the word is not read correctly, the ball stays put.

Team B then gets its turn to pick a 10 yard or 20 yard word. If the player reads the word aloud correctly, the ball moves 10 (or 20) yards back "up the field" toward Team B's goal.

The first team to get the ball across its goal WINS.

BONUS POINT: If winning team can read its next "20 yard" word.

WORD LISTEN AND DO

Each player brings his word cards. With the tutor's help all players write out sets of directions - to listen to and follow - for example, one player may write: "Hold up your pencil in the air until I say ready! Then put it under your chair." Another player may write, "Draw a circle on your paper every time I say wait, turn your paper over."

The players take turns reading directions to each other and following the directions. Every time a player follows the directions perfectly, he gets 5 points.

Every time a player uses a word from his word cards in his directions, he gets 2 more points. (In the directions players wrote above, the words air, until, ready, under, circle, every, wait, and over were card words.

The player with the most points at the end of half an hour WINS.

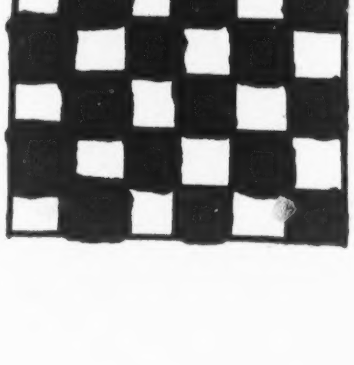
BONUS: 5 extra points for the best set of directions.

WORD CHECKERS

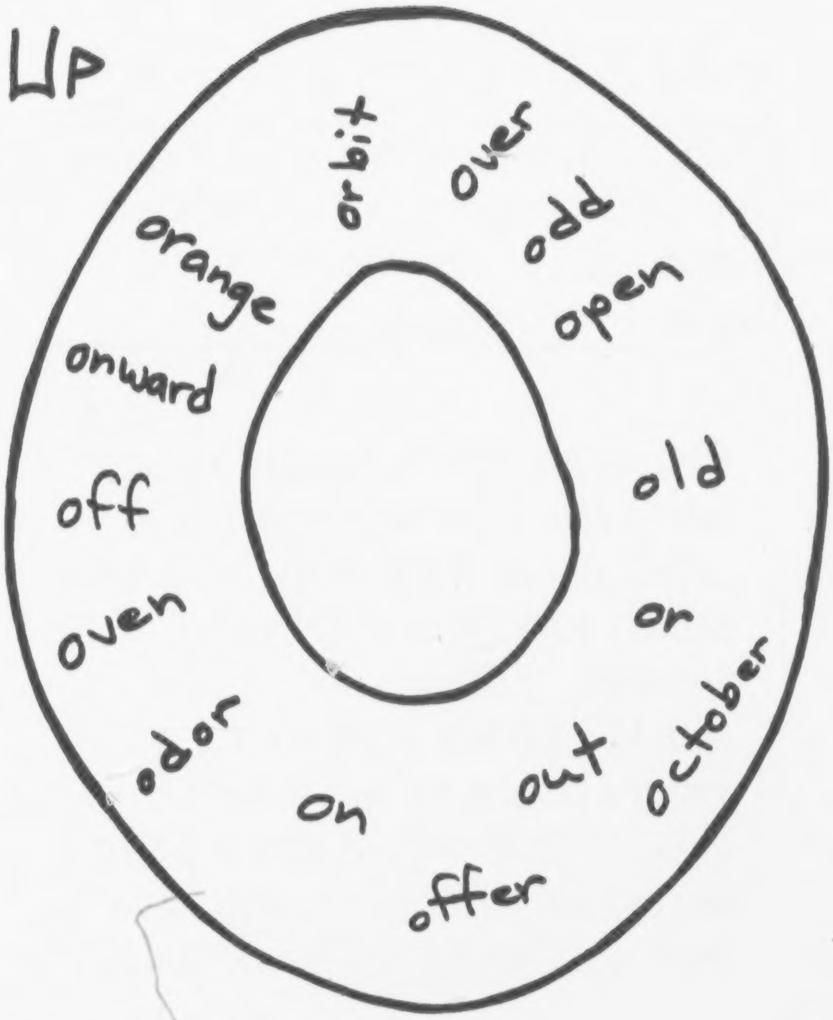
Tutors have found two ways of using the ordinary game of CHECKERS to review new words. Maybe one will appeal to your tutee.

One way to play is to copy or type words from the word cards onto small pieces of paper that can be scotch taped to checker board squares. Each player must be able to read the word on the square before he can move a checker to it. (This way of playing works best with tutees who have been working on the same words.)

Another way to play is to require that a player must be able to read the word card he turns up from his pile before he can move a checker. If he wants to do a double jump, he must read two cards. (This way of playing can be used with tutees who have different word card piles.)



BIG LETTER FILL-UP


orbit
over
orange
odd
open
onward
old
off
oven
or
october
odor
out
on
offer

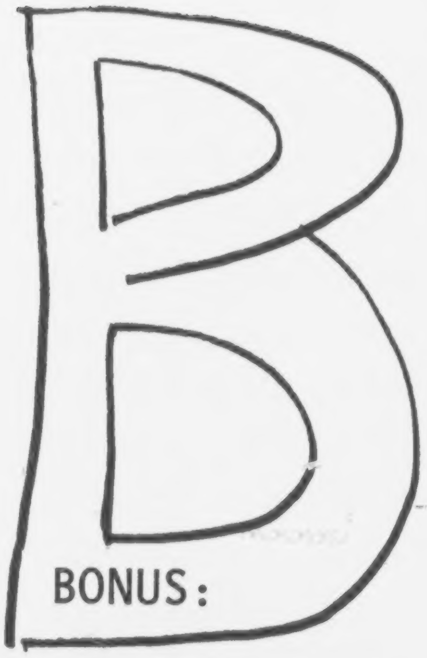
One tutee picks a letter and makes a large copy of it on a big sheet of paper.

Other players each write down on a piece of paper how many word cards they think will start with that letter. They give their guesses to the tutor.

Each player goes through his word card pile and takes out as many words as he can find that start with the letter.

Each time a player correctly reads aloud one of the word cards, he writes the word on the big letter.

When all the words have been read and written, they are counted. The tutor shows the guesses. The player with the closest guess WINS.



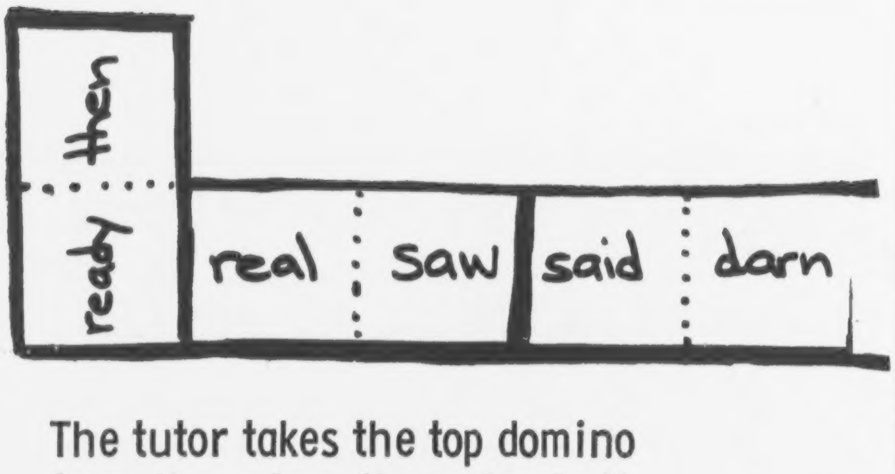
BONUS:

If anyone can read all the words, he may add 5 to or subtract 5 from his guess.

WORD DOMINOES

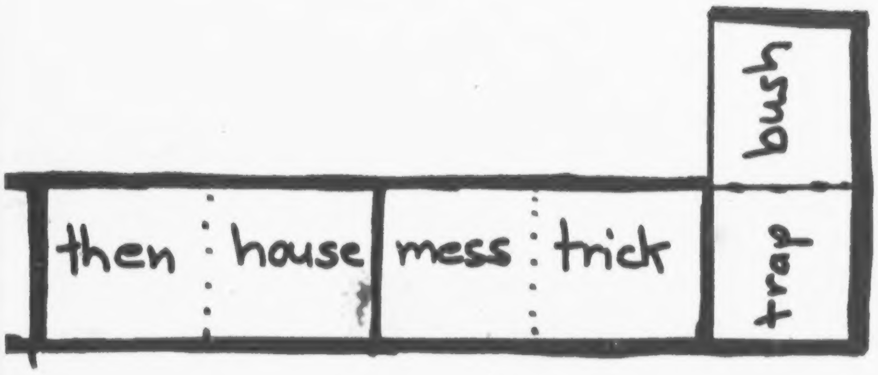
Let your tutee make "dominoes" by writing two words from his word cards on each one. Be sure the words on one domino do not start or end with the same sound. (Help your tutee understand that the important sounds for this game are those he hears - the last sound in the word house above is the s sound, not the silent s).

Divide the dominoes into 3 piles. Each player should have at least 10 and there should be 10 in an extra pile. All should be face down.



The tutor takes the top domino from the extra pile and puts it face up on the table.

The first player picks the top domino from his pile and reads it out loud. If either word on the domino has the same beginning or ending sound (last sound heard) as the domino on the table, he places his next to it.



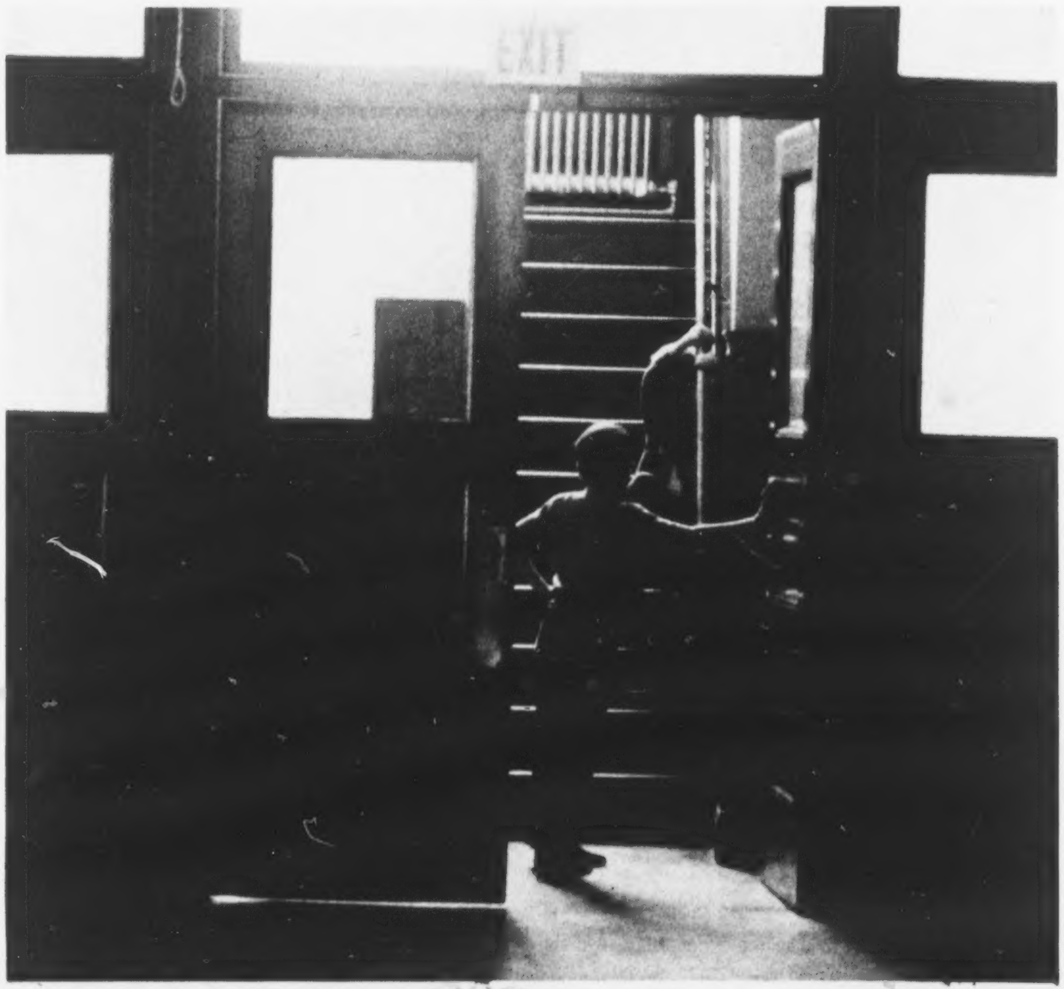
If both players have had 3 tries at matching a word to a domino on the table with no luck, the tutor draws another domino from the extra pile, puts it face up on the table, and the game starts again.

Then he picks another domino from his pile and tries again. When he cannot put a turned-up domino anywhere, it is the other player's turn.

The first player to get all his dominoes out on the table WINS.

BONUS POINT:	Anyone who can read all the words on the table when the game ends gets a bonus.

We wish to thank the following photographers
for the use of their work:
BILL HEANEY
GISELA HOELCL
DOUGLAS DUNLAP
WAYNE SETHER
LORRAINE KAVANAGH
and for his advice on layout and design,
LEONARD S. LEVINE



EXIT

JUN - 2 1971

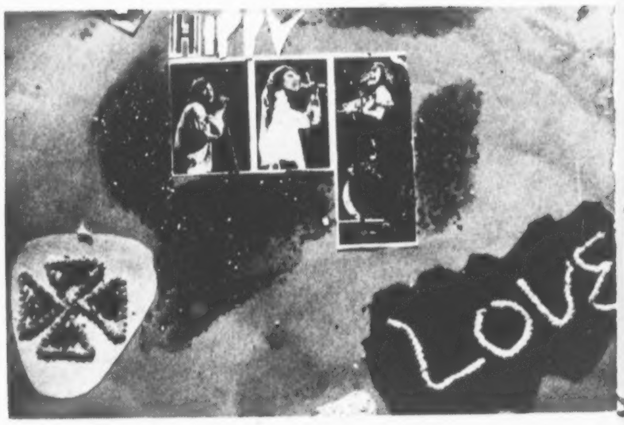
National Commission on Resources for Youth, Inc.
36 West 44th Street
New York City, 10036

ED 063543

CG 007 144

CG 007 144

YOUTH TUTORING YOUTH



A MANUAL FOR TRAINERS

CG 007 144

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY

Youth Tutoring Youth
A Manual for Trainers

By Consultants to Youth Tutoring Youth programs:
Gerald Weinstein, Director
Charles Ungerleider, Staff Assistant
Frederick Preston, Member
Chad Osborn, Member
Langston Bannister, Member
of the Center for Humanistic Education
School of Education
University of Massachusetts
Amherst, Massachusetts

Mary Conway Kohler, Director
NATIONAL COMMISSION ON RESOURCES FOR YOUTH
36 West 44th Street
New York, New York 10036
(212) 682-3339

The materials presented herein were developed pursuant to a Grant (OE G-0-9-187018-3666 (725) of the U.S. Office of Education of the Department of Health, Education and Welfare, May, 1970.

To order materials or obtain information on Youth Tutoring Youth programs, contact:
National Commission on Resources for Youth
36 West 44th Street
New York, New York 10036
Phone (212) 682-3339

Copyright © 1970. National Commission on Resources for Youth, Inc. U.S.A. Copyright for these materials is claimed only during the period of development, test, and evaluation, unless authorization is granted by the U.S. Office of Education to claim copyright also on the final materials. For information on the status of the copyright claim, contact either the copyright proprietor or the U.S. Office of Education.

Points of view or opinions stated in this document are those of the National Commission on Resources for Youth, Inc., and do not necessarily represent the official position or policy of the U.S. Office of Education.

Art by William L. Koen
Photographs by Gisela Hoelcl

TABLE OF CONTENTS

Page

INTRODUCTION 1

PART I - INTRODUCTORY WORKSHOPS

Workshop 1: Collage 7

Workshop 2: Getting Into A Tutee's Shoes/ What's Going To Happen Tomorrow 9

Workshop 3: 15

Workshop 4: Tutee's World/What's It All About 16

Workshop 5: Role Playing 23

Note to Trainer on Self Kit and Creative Problem Solving Workshops 38

PART II - SELF KIT WORKSHOPS

Workshop 6: Introduction To Self-Kits/Body Posters 40

Workshop 7: Hand Puppets/Puppet Theater 45

Workshop 8: Who Am I? 62

Workshop 9: All About Me 63

Workshop 10: Face In The Mirror 76

Workshop 11: My Whole Self In The Mirror 78

Workshop 12: Body Talk 79

Workshop 13: Masks 83

Workshop 14: Public Interview 90

Workshop 15: The Thought Card 93

PART III - BRAINSTORMING AND CREATIVE PROBLEM SOLVING WORKSHOPS

Workshop 16: Brainstorming and Creative Problem Solving. 96

Brainstorming Workshop Summary 110

Brief Guide to Leading Brainstorming Sessions 112

Appendix I: Sample Memo For Group Brinstorming Session 117

Appendix II: Checklist Of Idea-Spurring Questions 118

INTRODUCTION TO Y. T. Y. TRAINING MATERIALS.

I. WHAT IS Y.T.Y. ?

Youth Tutoring Youth is a cross-age tutoring program that has been going on for several years in city schools throughout the nation. The typical Y.T.Y program involves giving an "under-achieving" junior high school student a new role of responsibility -- that of tutor. In addition, Y.T.Y. establishes a new relationship between an older tutor and a younger underachieving tutee. For the tutee this is a special experience of having an older kid listen to him, pay attention to him, and share experiences with him.

Most people expect tutoring to focus entirely on reading, writing, arithmetic -- on skills that the tutee needs help with. Sometimes teachers will put the program down, saying to themselves, "What do these tutors know about teaching reading?" But looking at past and present Y.T.Y. programs we'd say that we don't expect tutors to compete with professionals in teaching basic school skills. Although tutors and tutees do read, write, and do math together -- Y.T.Y. really expects the tutor to be something very different. The main focus is really on the tutoring relationship -- on the human relations between the tutor and tutee -- rather than just on the skills by which these students are labelled "low-achievers" or "under-achievers." In the program outlined in the pages of this training package we ask the tutors and tutees to develop a relationship and to develop new kinds of learning about who they are and how they connect with the world around them.

In other words, Y.T.Y. is tutors and tutees learning to see themselves in more positive ways -- in addition to the focus on reading, writing, arithmetic. The basic philosophy of this is that the more the tutor or tutee gets a positive definition of himself and the more competent he feels as a human being -- then the more open he will be to whatever reading instruction goes on in the regular school. By enhancing the student's self-esteem, his own self definition, you are making him at least more ready to acquire those skills you want him to have.

One major emphasis of these materials comes from a variety of suggested activities that use "SELF as content." That is, we seek to use the child's own experience and interests as the staging point for instruction.

For the tutee, he will be able to say I am studying about me, my interests, my likes, my feelings, my sensations, and the way I experience the community around me -- rather than how other people or characters in books experience the community around them. Thus a key purpose in Y.T.Y. is to get the tutors to help their tutees understand that they already know things. Instead of having the tutees learn words from a workbook they can discover words in their own neighborhood. You can play a particularly important role in convincing tutors that it's all right to take this different approach -- that although they may not think of school as fun, they can think of learning as fun. The tutee can learn while playing a game, or taking a walk and naming objects he sees in his neighborhood. Most of all, you can help the tutors and tutees see that it is quite legitimate for the student himself to be the central figure of the subject matter -- that his learning can grow out of who he is, what he likes, sees, and feels.

There are many more reasons why Y.T.Y. should be different from the regular school day. Perhaps listing some of them will help you feel more comfortable about getting the tutors involved in the workshops and activities described in this package.

1. The more activity Y.T.Y. workshops involve, the less it will seem like the same pattern of sitting and listening they have in school.

2. People tend to put more energy into activities they have a role in developing. As you will see, these workshops are structures for helping the tutors develop specific aspects of their tutoring program.

3. It is a key evidence of trust in the tutors to place tutoring responsibilities in their hands. Based on experience and research, we believe that most tutors will achieve new levels of responsibility and pride when they are given responsible roles.

4. A high level of tutor involvement makes the tutoring program more fun. Y.T.Y. has serious purposes -- but even though it is not for fun, it can be and should be fun to work in these roles and activities.

II. WHAT IS IN THIS "PACKAGE?"

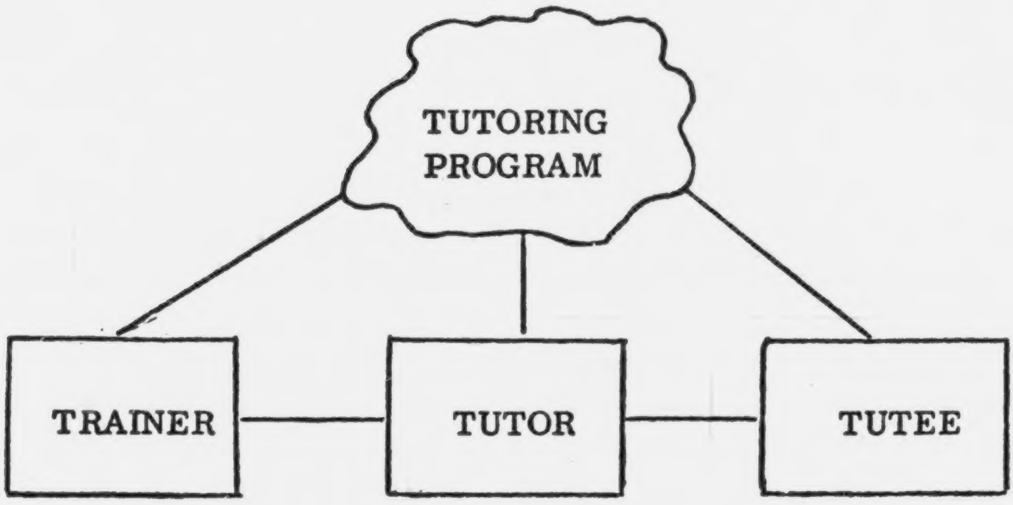
The following pages are the detailed plans for the first few weeks of a tutor-training program. We tried several formats before settling on this one. Hopefully it can give you enough of a picture of how to run each session or workshop. Some portions are boxed in; these are word-for-word script versions of what we think would be appropriate to say. We suggest you read them over a few times before each session. You may want to stay pretty close to the text; or you may want to underline or outline the main points to be used as notes. Some people have a very natural style of leading and speaking before a group of tutors, and may prefer to speak their directions in their own words. Do what you think best and what you feel the most comfortable doing.

We have also tried to indicate with a * in the left margin the points where you need to make special advanced preparations, such as obtaining certain materials. The best way to see what the package includes of course, is to read through the sessions and workshops.

In particular, we hope that the ideas and suggestions included in these pages will encourage you and the tutors to use many self-made materials based on your and the tutors' own ideas. These workshops are meant to be something like launching pads -- and a lot of the "space exploration" you do will use the fuel of your own energy and ideas. But, hopefully, these workshops can help you get off the ground.

III. WHAT IS MY ROLE AS TRAINER?

We assume that the person reading this will be in charge of training the tutors. We have called you "the trainer" in the workshop directions, but you may prefer to call your role something else. What we have in mind as your role is not the role of teacher, however. A central belief of Youth Tutoring Youth is that everyone who is involved has important ideas and experiences to put into the program. The focus is on the tutoring programs that a team of people are producing. We might diagram the relationship like this:



To emphasize that you are working with the tutors rather than above them, we suggest that you do many of the workshop activities -- such as the collage in session 1 -- along with the tutors. As far as being a trainer, your function is to try to use the package with the tutors as a means for getting the tutors into the act. We think this will become clear as you get into the workshop sessions.

You will note that the trainer takes over more and more from the package after the first week. Particularly as you use the brainstorming and creative problem solving workshops, or role-playing, you will probably find that tutors can take over more and more responsibility for deciding what the training workshops should be about. Your job will then be more to help the tutors use techniques that enable them to discuss their concerns and find ideas to solve any problems they have in tutoring.

IV. ANYTHING ELSE?

YES! One last and very important thing we need to have you do is to help us know how well these particular materials help you get your tutoring program going. There are evaluation forms following each session. At the end of each week would you please mail the completed evaluation forms in the envelopes provided along with the package. A completed evaluation form is included at the end of this introduction as an example of how it might be filled out. We suggest you involve the tutors in evaluating these sessions, too. You will also probably want to devise some way for tutors to evaluate how their sessions with their tutees are going.

Based on past experiences with Y. T. Y. groups, we have good reason to believe these workshops will work for you. But we are also always trying to improve our materials and build on suggestions made by people who work with them. With each person and each program being unique, we can only know how well you find these materials work if you help us in their evaluations.

There is one more reason we hope you will make use of our address. We know from past Y. T. Y. programs that tutors invent many effective materials for tutoring. We like to know about these ideas and have examples of them so that we can pass them along to other tutoring programs. But too often we just don't hear about many of the things that tutors do. Could you help us? We think that tutors tend to underrate how good their ideas are. So if you could encourage tutors to write to us, or send along ideas and examples from tutors' work yourself, we'd be most grateful to you. Here's our address:

NATIONAL COMMISSION ON RESOURCES FOR YOUTH
36 West 44th Street
New York, New York, 10036

Good luck with your program. We hope you find these materials will help you and the tutors, and we look forward to hearing from you once your program is under way!

[NOTE: Each workshop will take a different amount of time. Some activities can be used in one training session; others will take several training sessions. If you don't finish an activity in one session, don't be afraid to continue it the next time you meet.]

SAMPLE EVALUATION FORM

Session Number 1 Name of Activity COLLAGE

1. How satisfied were you with this activity? (Please check one answer)

   (X) A. I was very satisfied, it worked quite well.
   ( ) B. I was satisfied, it worked satisfactorily.
   *( ) C. I was dissatisfied, it worked badly.

   *If you said that you were dissatisfied with this activity, what do you think might be done to make it work better? Or if you don't think it could be improved, what other activity would you use to take its place?

2. Could you suggest some other ways that the Youth Tutoring Youth Program might be improved?

   YES. I THINK THAT YOU SHOULD MAKE IT CLEAR THAT ACTIVITIES LIKE THE COLLAGE CAN BE USED OVER AND OVER AGAIN, ESPECIALLY WHEN TUTORS NEED A CHANGE OF PACE IDEA FOR TIRED TUTEES.

3. We would appreciate any other comments or remarks you might wish to make.

   I WOULD LIKE TO KNOW ABOUT OTHER PROGRAMS THAT ARE USING ART TO HELP TUTEES EXPRESS THEMSELVES. COULD YOU SEND ME A LIST OF NAMES AND ADDRESSES?

Name FRANK THOMAS Date APRIL 15, 1970
Name of Program ANYWHERE YOUTH TUTORING YOUTH
Location 100 (Street Number) MAIN STREET (Street Name)
ANYWHERE (City) U.S.A. (State) —— (Zip Code)

PART I

INTRODUCTORY WORKSHOPS

WORKSHOP #1

ACTIVITY: COLLAGE

DESCRIPTION: Throughout the program you, the trainer, will be encouraged to engage in as many group activities as possible. The Collage represents the first group activity. In the Collage activity the participants paste together an assortment of materials to make an artistic composition. Some Collages are made of pictures cut from magazines and pasted on a large piece of construction paper. Others are made of tin cans, wood, straws, or other materials all pasted together in interesting ways. Since the Collage is a product of the artist's imagination, no two collages are ever identical.

OBJECTIVES: The Collage helps the participants:

1. Become involved in something right away, rather than listening and talking.
2. By giving them a way to introduce themselves.
3. To discover that they have something of value to contribute to others.
4. To discover their own uniquenesses (no two Collages are ever identical).
5. To discover a technique they can use with their tutees later in the program.

* **PROCEDURE:**

1. When tutors arrive, explain that the purpose of this session is to get to know each other.
2. Ask the tutors to take 30 minutes or so to make something with the materials you have provided. (The trainer should also make a collage during this time.)
3. After Collages are completed, here is one way of handling the discussion:

WORKSHOP #1 (continued)

Now that you've finished your collage, look around the room and find a partner. (The trainer should also choose a tutor for his partner.) The object is to interview your partner to find out what his collage is about. Make sure you find out enough about your partner's collage so that you can tell the group about it. Try to ask him questions that will give you information that the group will be interested in. What things did you discover in your partner's collage that makes him different? What does he think is the most important thing on his collage? After everybody has been interviewed, we will get together for the introductions. (The trainer should begin by introducing his partner)

* MATERIALS AND SUGGESTIONS: In addition to scissors and glue, which are necessary, you will need at least some of the following materials or other items you can think of:

1. Construction paper
2. Masking tape
3. Old magazines
4. Scraps of yarn and string
5. Scraps of wood (from discarded boxes or from a generous lumberyard)
6. Crayons or marking pens
7. Tin cans
8. Empty paper cartons
9. Scraps of fabric
10. Shells
11. Beans
12. Dry leaves
13. Straws

WORKSHOP #2

ACTIVITY: GETTING INTO A TUTEE'S SHOES

DESCRIPTION AND OBJECTIVES: Tutors frequently ask:

1. How do I figure out what I'm going to teach?
2. What do I tell my tutee about what we'll be doing together?
3. How do I know what my tutee needs help with?

T sentence completion exercise provides a way for utor to answer some of these questions for himself and discover what second and third graders are like.

PROCEDURES: Some trainers introduce this topic by writing the following questions on the board:

1. What are second graders like?
2. What were you like when you were in the second grade?
3. What did you like to do?
4. What were some exciting things when you were 7 years old?
5. What did you think of older kids when you were 7?
6. What was school like when you were 7? What was fun? What bugged you?

* Ask the tutors to think about what it was like when they were seven years old [give the tutors the sentence completion form you have prepared (see below).] Give time for tutors to ask questions so that they fully understand the directions and then let them proceed to fill in the sentences.

After tutors have completed the forms, you may wish to go over each sentence, discussing it, listing the tutor's responses on the chalkboard and relating them to the questions you listed earlier. Point out that all replies help us to know better what second graders are like -- and that all responses are valid.

MATERIALS AND SUGGESTIONS:

Listed below are 37 questions. Each trainer will probably select 15 or 20 from this list -- or make up 15 to 20 questions himself -- to give the tutors.

When I was 7 years old,

1. I liked to ________________ on Saturday.
2. What I liked best about school was ______________.
3. What I liked least about school was ____________.
4. I imagined I was a ________________.
5. I couldn't understand why grown-ups ______________.
6. The girls in my class ______________.
7. The boys in my class ________________.
8. What really excited me was ____________________.
9. What I liked about the city was ________________.
10. I thought the best time of the year was ___________ because ______________.

WORKSHOP #2 (continued)

11. And if I could have spent all afternoon doing anything I wanted to, I think I would have ________________.

12. The place I liked to visit was ________________.

13. I got scared when _______________.

14. Every time I would walk down my street I felt ___________.

15. Older kids were _____________.

16. At my home we ____________________

17. School was _________________.

18. The people on my block were _________________.

19. I liked to go to __________________.

20. I got scared every time I _____________________.

21. I looked forward to the times when _________________.

22. My friends and I liked to ________________.

23. In school I thought about ________________.

24. In school I felt _________________.

25. I got angry when _____________.

26. When I got home from school I thought about __________.

27. I noticed __________ on my way home from school.

28. The things in my home I used most were ___________.

29. The things in my home which I liked the most were ________________.

30. I spent most of my day ________________.

31. I remember ________________.

32. Most of my friends in the second grade were ________.

33. It was always fun for me to ____________.

34. When school was out we always liked to ____________ before going home.

35. Getting to school was usually ____________.

36. The best thing that happened to me in school was ____________.

37. My teacher was usually ____________ to me.

The following paragraph contains the instructions to the tutors for the exercise. You may wish to read them to the tutors, write them on the board, or on the top of the list of questions you give the tutors.

Listed below are some sentences. Read a sentence to yourself. Close your eyes and ask yourself: "How would I have answered that when I was in the second or third grade?" When you think of an answer write it down in the blank space and go on to the next question. There aren't any right or wrong answers because everyone has different experiences. Answer these questions like you are in the second grade.

WORKSHOP #2 (continued)

ACTIVITY: WHAT'S GOING TO HAPPEN TOMORROW?

* DESCRIPTION AND OBJECTIVES:

This is your TUTOR'S HANDBOOK (Hand out Handbooks). You will notice that there aren't many things in this book, not yet anyway. The Handbook is designed to help you plan what you and your tutee will be doing together. Sometimes it will help you to think of some interesting way to help your tutee, but sometimes you won't think the ideas are useful for what you want to do.

The Handbook is made so that you can add your own ideas or change an idea to fit your plans. Your tutee is different. He needs to learn something different than someone else's tutee. You are different from other tutors. So what you plan for your tutee will be different from what other tutors are planning.

One of the things you'll have to do today is decide what you will do when you meet your tutee tomorrow. You might want to consider the Collage as one possible activity. Take a few minutes to look over this idea in your Handbook; and then let's make a decision about what we will do tomorrow. (Give the tutors a few minutes to read over this section in the Handbook -- time to raise questions about it or perhaps reject it and select another, or plan one themselves with your help.)

One more thing you will need to explain to the tutors today is that they will be walking home with their tutees at the end of the next session. The sentence completion work and taking the tutee home are intended to give the tutors a clear impression of what second graders are like in general, and what their own tutee is like in particular. The following should help you decide how you'll explain these matters to the tutors.

We've just done some sentence completion exercises to see how we think we felt about certain things when we were in the second grade. At the end of the next session you are going to walk your tutee home. This will give you a chance to check out the way he would respond to some of the same questions--if you want to do that. Try in general to get an idea of what it's like to be in your tutee's shoes. Try to remember what you see and experience as you talk to and listen to your tutee.

Later, when you're tutoring, you may want to come back to such things as where the tutee lives, what he sees, how he feels about the things around him. You could have him draw a map of his neighborhood, name objects, describe buildings. The more you can build the tutoring lessons on things that are real to your tutee -- that really are a part of his life -- the more he's going to feel like his experience is worth something and you care about him as a person.

Tomorrow, just try to get some solid first impressions of your tutee. You'll have a chance to do some of this in the session, and then some more time while you're walking him home. O.K. ? -- Do you have any questions?

WORKSHOP #3

This space provided for the activities you plan for this Workshop.

WORKSHOP #4

* **ACTIVITY:** TUTEE'S WORLD

DESCRIPTION AND OBJECTIVES: The beginning of Session #4 is designed to help the tutor become aware of what he has learned about his tutee in Session #3 (especially what he learned about the tutee when taking him home) which will assist him in tutoring. The best way to do the above is to provide the tutor with a vehicle to do it which he can both note and use what he has learned about his tutee. Thus we suggest that Session #4 begin with one of the games listed below.

PROCEDURE:

GAME #1
METAPHORS

> Let's sit in a circle. If your tutee could choose to be an animal, what kind would he be? A cat, mouse, tiger, lion, horse, panther, elephant, etc.? Take a minute to think about what you know about your tutee -- How did he act on the way home? What did he talk about? What did he look at around him that he talked about?
>
> Now that you've had a chance to think of the kind of animal let's find out what it is. One person in the circle can be the starter. The starter should give the name of the animal and state briefly why he thought his tutee would choose to be that animal. Keep going around the circle until everyone has had a chance.

WORKSHOP #4 (continued)

GAME #2

* WHAT'S IN THE BOX?

Have the tutors all seated in a circle. Give each tutor a box filled with approximately ten items. The same items should be in each box. Examples of some items you might include in the box are a crayon, a sheet of green paper, sheet of red paper, marbles, a tin can, a book with pictures in color, a book with black and white pictures, a ball, chalk, a 45 RPM record, clay, comic book, ribbon, a leaf, a pencil, a baseball cap, a picture of a dog, and a pocket mirror.

Using what you know about your tutee through the time you have spent with him,select five items from those in the box which you think the tutee would have in the box if it were his. Take a few minutes to think about this.

Now that you have had time to think, take all the items out of the box except the five you have selected. One person in the circle can be the starter. The tutor who starts should name one item he has in the box that he thinks tells the most about his tutee and explain briefly why his tutee might have it in the box. Keep going around the circle until everyone has had a chance.

* GAME #3
WHAT'S IN THE BOX?

Played the same as above, except instead of having real items in the boxes, the trainer puts a list of items in each box. The tutor is then asked to check the items on the list that he thinks his tutee would have in his box. He explains the reasons for his selection as in the above game.

GAME #4
* POCKETS

The Pocket Game is played the same way as the Box Game (with no items). The only difference is that the tutor is asked to check on a list those items he thinks his tutee would have in his pocket. He explains the reasons for his selection as in the above game.

ACTIVITY:	WHAT'S IT ALL ABOUT?
DESCRIPTION AND OBJECTIVES:	The discussion time here and in Session #5 is intended to give you and the tutors to explore your anxieties, questions, and concerns about the program and about your role in it. You may want to get this discussion started by using your own techniques. Some people have a natural and beautiful way of stimulating discussion. Or -- you might want to use one of the five suggestions listed below.

SUGGESTION #1

Now that we've had some time together and we've met our tutees, let's look at what we think the program is supposed to be or how we feel we will function in the program. You have what your counsel'or told you about the program -- you've had a chance to read some things, and to see a film about tutors in another program...and you've met your tutee. So use all that -- and your own ideas and let's discuss what we want to get out of the program -- what we want it to do for us and what we want to do together and with the tutees.

SUGGESTION #2

I'm going to ask you one question -- and then I'm just going to listen. You discuss this question and listen to what each other says. You can ask each other questions or make additions to what someone else says, Just try to get as far as you can in about 20 minutes -- and then I'll ask for a summary of the main points that you brought out. O.K. -- Here's the question. Take a minute to think if you want, and then when someone is ready, begin discussing.

What is this program all about? What are you doing -- and what are we as a group doing?

SUGGESTION #3

Suppose we had a computer that could answer any question we asked about this project. It could tell us what the program was about, what would happen, what each of us would do, and it could solve any problems we might have with our tutees. This computer can answer any question at all. And let's say today we have just 30 minutes to ask the questions we want, so that later this afternoon we'll feed the questions into the computer and have answers ready for tomorrow's session. In one half hour ask any and all questions about the program or our role in it. What questions would you want the computer to answer?

SUGGESTION #4

* For the remaining time today and for our meeting tomorrow we all have a chance to ask questions about and discuss any aspect of the tutoring program or our role in it. To help us get started, we'll use a technique called the "Question Lottery." Here's what we do. I'll pass out some strips of paper (Prepare these ahead of time.) Each person writes any question he'd like to have discussed or answered -- use a separate strip of paper for each question. We'll take 10 minutes for this. Then we'll collect all the strips, put them in a pile, and pick out one question at a time to discuss. Don't worry about one of your questions being the same as somebody else's. If we draw a question we've already discussed, I'll just ask if there are any additional comments to what we've already said. For the questions we don't get to today, we can use time tomorrow and discuss them. O.K.? Here's the paper -- write the questions you'd like to discuss.

SUGGESTION #5

For the time left today and for most of our meeting tomorrow, I want all of us to have the chance to raise whatever questions or concerns we have about tutoring. One way that might help us get into this is to use a technique called "Press Conference " I need five of you to volunteer to be our panel -- who will discuss the questions -- while the rest of us will be the new reporters who raise the questions for the panel to answer. People on the panel just try to answer the best you can. [Pick five for the panel.] O.K? - Let's start this press conference on Youth Tutoring Youth.Who has the first question?

Depending on the way you begin the discussion, you may wish to have someone list the questions on the chalkboard. It may be that Session #4 can be best used to identify the questions people have and Session #5 used to discuss these questions more completely. We recommend that you either tape record or make a list of the questions.

*

At the end of Session #4 it may be appropriate for you to say something like this:

We raised a lot of questions but got to discuss only only a few of them today. We'll continue in our next meeting -- but I also think we'll want to keep some of these questions in mind to work on in the days and weeks ahead. For some questions we'll have to find answers as we develop this tutoring program.

You may want to re-read some of the parts of the introduction that explain the philosophy of Youth Tutoring Youth, if they pertain to questions raised in Workshop #4. As you look over the questions raised by tutors, you will find some would be particularly adaptable to role-playing (see Workshop #5).

* If so, you might want to set up a situation for Workshop #5, have some tutors play the roles, and then let the rest of the tutors discuss the variety of ways in which the characters might have handled the situation.

WORKSHOP #5

ACTIVITY: ROLE-PLAYING

INTRODUCTION: Role-playing is a technique to try out possible behaviors in a set situation, such as problems which tutors predict they might have in tutoring. It is thus a problem-solving activity that uses a high degree of tutor participation. Along with the later workshop package on "Brainstorming and Creative Problem Solving," Role-plahing is a key tool to encourage tutors to take a very active role in developing the tutoring program.

A further advantage of Role-playing is that it gives a way for tutors to rehearse and build confidence in their taking on a new role -- as the whole role of "tutor" is presumably new to them at this point. Therefore, you can consider using Role-playing at any time tutors express anxiety about a situation that is coming up, or when they have had a problem occur in a recent tutoring session. In other words, we hope you won't just use Role-playing as a one-shot workshop.

This workshop in Role-playing is organized in three parts: I - The step-by-step script you can use to introduce role-playing here in Session #5; II - Additional suggestions for conducting a role-playing session, which you will probably want to read before Session #5; III - The written record of an actual role-playing session. This third part uses a simpler situation than the tutoring situation illustrated in Part I. Therefore, you may want to use the situation of Part III as a "warm-up" activity to get the tutors started with role-playing.

We hope that you will find other occasions in the tutoring program to use Role-playing. If so, these materials should serve as a basic guide. After a few times, the nine steps described in Part I will come very naturally and be easy to remember.

Since this entire program counts on you to evaluate its effectiveness and make suggestions for its improvements we hope that you not only will use Role-playing with the tutors, but also keep notes on how it goes and how you think this workshop could be better.

PART I

Role-playing is a technique we can use with questions about a situation that may be coming up in tutoring, or later, when you find a problem in tutoring that you'd like to solve. So that you can try role-playing today or during your planning workshops later in the program, here are some directions and examples to show you how role-playing works.

Step 1 - Describe the Problem Situation. For instance, here's a brief description of a problem situation that might happen in tutoring. The tutor comes into the first tutoring sessions prepared to ask his tutee questions to find out about his interests. He's thinking of questions like "What's your favorite TV show?" and "What subjects do you like the best?" He hopes maybe the tutee will even want to make up a story based on one of these questions. However, the tutee is shy and he is a little afraid of saying something wrong in front of the tutor, so he has the tendency to answer with as few words as possible -- like "Yes," "No," or "I dunno."

Step 2 - Describe each person involved in the situation. Think especially of his attitude and feelings as he comes into the situation. (Here you might call on tutors to give you a description of the tutor and tutees. For example: The tutor might be a 14 year old who is a little nervous because he's meeting his tutee for the first time. But he's planned to ask questions so he can find out what this tutee is interested in. The tutee might be a 7 year old who is very shy and nervous about meeting his tutor. He's never had a tutor before and he doesn't say very much.)

Step 3 - Choose the tutors who are going to act the part of the people in the situation. (We suggest you go ahead and actually pick tutors to role-play this situation. Ask for volunteers -- if no one volunteers then ask two tutors to play the parts.)

Step 4 - Set the stage. Decide when and where the action happens. Set up any equipment that would be natural in the situation. For instance, here it might be after school in an empty classroom in the elementary school. Let's say there's a table with a few chairs so the tutor and tutee can sit there if they want to.

Step 5 - Prepare the Audience. All of you who are watching what's going to happen have a role to play, too. You're to observe closely so you can discuss and make suggestions afterwards. Two questions you might keep in mind are - first - does the way the situation develops seem real, like it would really happen? And, second - do the actors seem like real people talking in a real situation? Listen thoughtfully and we'll get back to your reactions in a few minutes.

Step 6 - The role-players act out the situation. They assume their roles and "live" the situation - responding to each other's words and actions as they feel real people in those roles would behave. Since there is no script telling us what the players should say -- just the situation -- each player must think and feel on his feet (i.e., making up his reactions to the situation as it develops and doing what seems natural to him for the role he's playing)

O.K. Let's use this example of the shy tutee and see what happens." (Give a few short directions to get them started. You might have the tutee sitting at the table as the tutor comes into the room. Then, if you feel like a movie director, yell "Action" and let the role-playing start.)

Step 7 - Discuss and evaluate the situation acted out in Step 6. Did the situation develop realistically? What did the actors do that seemed to make it most real? Could the situation have developed and turned out any differently? What are some other things that might have happened? (Note: Quite often this discussion comes to life quite naturally. Other times you might want to prod with questions. It is most important that the discussion does not focus on the actors themselves. This is not a theatre exercise and the actors are just presenting the role as they see it, without any rehearsal. If some observers have suggestions for how the actor might have made his role seem even more real-to-life, then let him make it -- but concentrate on what a real tutor and tutee could and would do in the situation portrayed.

As some observers -- or even the actors themselves bring up ideas of other things the tutor could have tried, or other ways the real people might have acted -- this leads naturally to Step 8.

Step 8 - Test additional ideas and suggestions by acting them out, too. If the problem situation seems worth it, you may even want to do this three or four times. This is the advantage of role-playing--facing problems on a "practice level" means you have all the chances you want to try out possible solutions. The same role-players may want to act out the situation again, changing their actions in light of the suggestions made by other tutors. Or, new actors may take over the role to demonstrate other interpretations and solutions. (Note: A surprising number of scenes can be acted and re-enacted in a short period of time. It is possible for five or six versions of a situation, along with brief discussion between them, to take place within an hour. Of course, the length of the discussion, or time it takes to act out the situation, cannot be determined ahead of time. A discussion may last two minutes or a full hour. As long as the discussion seems fruitful -- as long as the actors are working productively -- it should be allowed to continue. This is an area in which you must use your best judgment. The moving back and forth between acting and discussing can be a most effective and thought-provoking sequence. You'll probably want to maintain a lively pace to keep tutor interest high.)

Step 9 - Summarize your observations and draw conclusions about the problem-situation you have been working with. What did this role-playing show you? Are you any more aware now of what a tutor or tutee might do to solve a particular problem situation? Not all role-playing sessions will reach a clear conclusion. Perhaps the best summary might be that different people react in different ways to a situation -- and that there is no one right way to handle a problem, but that sometimes one way might work out better than others.

(Note: You might summarize at the end by commenting on the role-playing process itself. If the group has done some things particularly well, tell them so. If you have some suggestions for how the role-playing can work even better the next time you use it, make these suggestions for future improvements, too.)

= =

(Here are some additional suggestions that might help you guide a role-playing session. Also, we have included the written record of an actual role-playing session to give you a more detailed picture of how this technique works.)

NOTE: Please remind the tutors to bring the TUTORS HANDBOOK with them the next time they meet.

Part II - Additional Suggestions on How to Conduct a Role-Playing Session

A. How do you begin?

1. Chat informally with your tutors as a group to get an idea of what they are thinking about, what is bothering them. Find out what scares them most about tutoring - what specific problems they have.

2. At first, do not discuss what role-playing is at length for it may make your tutors self-conscious. Have your tutors think about some problems they might be interested in trying out. Make the problem specific to make it easier to slip into the role. For example, if you are role-playing a tutor-tutee behavior problem, describe the tutee, how old he is, what he looks like, what happened to him before he arrived at the tutorial center, etc. In other words, set the stage. Use props if you have them.

3. Begin with simpler problems, not with explosive or overly exciting ones. Start with common problems of interest to many members of the group. Begin actual role-playing with brief situations lasting only a few moments just to start things moving and involve people. Encourage an easy, slow, informal atmosphere. Humorous role-playing situations are good ways of getting sny tutors into the act. At first it is better to avoid actual tutoring situations; instead, start with something more familiar (people riding on a subway, kids arguing over a comic book, etc.) as ice-breakers.

4. While getting started, Multiple Role-Playing may be used. Here the entire audience forms into role-playing groups, the size of the groups depending on the number of participants required for the particular case. All groups role-play at the same time. Afterwards, each group discusses its results. This method quickly makes people less shy.

5. Another way to broaden initial participation is to have many people role-play one situation; e.g., a trainer dealing with a tutor who is always late.

6. If you as trainer participate in role-playing, you should find someone else to direct the session. Some direction is needed at all times.

7. The role-player must not break out of his role-playing for talking about what he is doing. You as director can interrupt when necessary (if action is lagging, if confidence is needed, etc.), but essentially the flow of role-playing should not be interrupted or players will lose interest.

B. How to get volunteers.

1. The discussion of problems that members of the group want to see acted out gives some idea of who might volunteer. During the session, watch people's eyes, movements, to see who is becoming involved, who shows a desire to participate.

2. If you build interest around a problem, you'll find that your tutors will be eager to role-play it.

3. Don't pressure people, but try to get a person into the act.

4. Don't encourage "actors" or those who are overly eager to try too much. Sometimes the sessions can be monopolized by a few "hams ". Ideally everyone should experience a try.

5. Don't rush into the role-playing situation, but lead into it gradually.

C.. Closing the session.

Towards the end of each session talk about what you have seen. Help the tutors articulate what they have learned from the role-playing. Help them see the different ways in which people react to situations...that there is no one right way to handle a problem but that some ways work better than others. Try to make them aware of any observed movement toward solving a problem. The group, from watching each other, will have much material for discussion.

D. Additional tips.

1. As tutors become more skilled at role-playing, add new techniques to your supervision. As the role-playing is going on, manipulate the roles; e.g., make the tutor more aggressive or the tutee more withdrawn. Change the attitude of the person being role-played; e.g., have a tutee who is happy suddenly become depressed.

2. Encourage the tutors to do more surprising things; to move around more, start singing or dancing, kicking over wastebaskets. Point out the effects of change of pace and movement.

3. Have a person play someone of a different age or sex.

4. Try to concentrate more on the problem than the behavior of the role-player. Emphasize in discussion that the purpose of role-playing is not to develop actors but rather to develop more effective tutors.

Part III - Record of pre-service training using role-playing with supervision.

The following paragraphs contain a partial transcript of a pre-service training session in which role-playing was used to help aides feel more comfortable in their new roles as tutor-trainers. .. Although this session did not involve tutors, the approach is relevant to tutor-training and might give you even more of an idea on how to use the technique.

Narrator: After first receiving an inhibited response from the aides, Mr. Weinstein* tries a less direct role-playing exercise to relax the aides. Here two aides become more involved pretending they are two sisters arguing over what program they are going to watch on TV

1st Aide: I have a show that I want to see. Annette, Johnny's outside playing. Would you like to go out and play with him?

2nd Aide: No, I wanna watch my funnies.

1: Um, is this a good show, Annette? (Annette mumbles "Yes.") Don't you think you should go out and get some fresh air?

2: I don't want to. I want to look at the funnies.

1: Okay. Suppose I watch it with you for a little while. That looks good. Um. Mickey Mouse certainly is funny today. Um. Annette, would you go upstairs and get my scarf off the bureau?

2: (Angrily). Why can't you get it? I'm looking at my funnies (seems to feel bad - a good actress). When the commercial comes on, I'll get it.

---

* The leader, Mr. Gerald Weinstein, from the University of Massachusetts, is a noted educator and co-author of The Disadvantaged: Challenge to Education, Harper & Row, 1968.

Weinstein: All right. Now you come back and she's got it on another channel now.

2: What's this? You changed the channel. I don't want to look at this. I want to see my funnies.

1: Oh, Annette, watch this for a...

2: No, I'm going to call Mommy. I'm going to tell my mother.

Weinstein: Good, call your mother. If you want to call your mother, call her.

1: Annette, I want to watch this show, you watch television all the time.

2: (Simultaneously) No, I was watching the funnies first and I want to see the funnies. I did my homework.

1: Now let me see this show.

2: No, that's not fair. I was looking at the funnies first. I'm calling Mommy.

Weinstein: Go ahead, call her.

2: Mommy (rather quietly).

Weinstein: Oh, that's not the way you call mother.

2: (Louder) Mommy...

Weinstein: (Getting excited) Is that the way you call mother? (Shouts at the top of his voice) HEY MA!

2: I was looking at my funnies first. She came in and changed the channel. I want to look at my funnies again.

1: I want to see my program. She sits at the TV all day. I never get to see anything I like.

2: Why don't you talk on the telephone with one of your girlfriends or something and leave me alone.

1: Oh (exasperated tone), I just want to see one show...

2: I went upstairs and got her scarf for her and she changed the channel...

(By this time they are both shouting and have fully thrown themselves into their roles).

1: She sits there all day.

2: Day after day the same thing.

1: She should be outside more.

2: I did my homework.

(They seem to be coming to blows)

Weinstein: Okay. (Laughter) Remember, no physical violence.

A All right. Maybe if you try something like this at the beginning of your training program, you can break the nervous atmosphere...and it's kind of funny to watch - kids laugh, you know, and it's something that's very easy to do because they see it happening every day. So it might be a good way to break the ice...

Okay. The burning question for your tutors is "What am I supposed to teach?" I guess one of the most important messages that you have to get across is that the more you allow somebody to talk about what he's doing, the better the chance that he's going to learn. Now what we tried to do with you is to help you talk about yourselves and talk about different things. The more that you can help the younger kids talk about themselves, talk about things around them, and talk about whatever you're trying to teach them, the better the chance they have to learn.

NOTE: To illustrate this point, Mr. Weinstein again role-plays with the aides to help them antitipcate questions the tutors might ask on the first day. Here Mr. Weinstein, as a fourteen-year-old tutor, has just been told by the aides that he has to take a standardized test to determine his reading level and inadequacies.

Weinstein: Then all of us were selected because we have reading problems?

Aide: (Role-playing) Well, just about every kid in school has reading problems.

Weinstein: Okay. But do I have more than others?

Aide: No, it's just that your reading isn't up to your... isn't up to what it should be. And we're going to try to help you develop your reading skills because you are going into high school in September and after three years you might want to go to college. And of course you'll want to improve your vocabulary and comprehension...

Weinstein: If they expect me to teach somebody to read, why do they pick me with reading problems?

Aide: Because you have this problem...What do you want to be?

Weinstein: I'm not sure. I think I'd like to... have my own business some day.

Aide: Oh, well, that's good. This is what we want to help you with. We want to help you with your reading...

Weinstein: Then why don't you help me with my reading? Why are you getting me to teach little kids? You know. If you're supposed to help me with my reading, why don't you just help me with my reading?

Aide: Well, by helping others, you'll actually be helping yourself.

Weinstein: I don't understand that.

Aide: Well, these little kids, they also have a problem in reading. And by really helping them to solve their problems, you'll also be helping yourself.

Weinstein: (Steps out of role to discuss process) Okay, now that has to be made pretty clear to me: that the best way to learn something might be to have to teach it to someone. Because it's very confusing for me as a tutor. You know, if you're so interested in my reading problems, then why don't you just teach me how to read better? What am I doing teaching younger kids and why didn't they pick somebody you reads better to teach younger kids? So it has to be clear...

Aide: (Role-plays) But you do have the same problems, you and your tutee or pupil, so you will be much more qualified to teach him than someone who is way ahead of him because you have something in common. You can understand each other.

Weinstein: (Role-plays) That makes me feel good, what you just said. That makes me feel good.

Notice how Mr. Weinstein (the director) began with a humorous ice-breaker - two sisters arguing over a TV program, before he moved to actual tutoring situations. Notice also his skillful and discreet way of intervening. He is able to keep the role-playing moving by giving directions (" All right. Now you come back and she's got it on another channel now.") and encouragement ("That's not the way you call mother. Louder. ") without interrupting the dramatic flow. Notice also how he helps the supervisor to talk about the process after the role-playing sessions are over.

SELF-KIT and CREATIVE PROBLEM SOLVING WORKSHOPS

In the following pages are the plans for two workshop areas that we suggest you look at somewhat differently from the step by step way the first week's sessions were set up. For one thing, both are flexible enough to be used again in different ways and give you a number of workshops. And the SELF KIT WORKSHOP is designed so that the tutor has most of the responsiblity for making decisions; in fact, most of the ideas and materials are reproduced in the TUTOR'S HANDBOOK just as they are in yours. So you will want to read over them and decide how and what parts you'll use first--here in the second week.

Another thing to consider is that the workshops can be used together. The CREATIVE PROBLEM SOLVING WORKSHOP teaches techniques the tutors can use for finding ideas, and they can use these techniques to invent new ways to get their tutees to tell about their own experiences, or find new things to put into the SELF KIT.

We suggest you gradually cut down on the number of tutor-training sessions and gradually increase the number of sessions where tutors are working directly with their tutees. If all goes smoothly, you might have a schedule that looks like this:

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
1st week	Training	Training	Tutoring	Training	Training
2nd week	Training	Tutoring	Training	Tutoring	Training
3rd week	Tutoring	Training	Tutoring	Training	Tutoring
4th week	Tutoring	Tutoring	Training	Tutoring	Tutoring

In other words, by the 4th or 5th week you will probably want to work into a pattern of just one training workshop each week, with tutoring sessions on the other four days.

PART II

SELF KIT WORKSHOPS

Since the SELF KIT and CREATIVE PROBLEM SOLVING WORKSHOPS are not one-time-only activities, we suggest you give them a first reading now to get an idea of how much of them and what parts you want to introduce in the second week. Then we hope you will find, in a number of later workshops, ideas for what you're working on at that point.

If you haven't already mailed in the evaluation forms from the first week, would you do that today? Meanwhile, we hope you and the tutors will find that these workshops have a lot to offer.

WORKSHOP #6

ACTIVITY: INTRODUCTION TO "SELF-KITS"

DESCRIPTION AND OBJECTIVES:

Tutors want to know: 1. What do I tell my tutee about what we will be doing together? 2. What do I teach? 3. How do I teach it? The self-kit ideas will help you help the tutor answer some of these questions for themselves. We suggest that you introduce the tutors to the idea of creating materials to use with their tutees by going over some of the ideas contained in the section of the TUTOR'S HANDBOOK called self-kits. These ideas were developed to give the tutee new ways of communicating his feelings and thoughts about himself, his experiences, and his relationships to other people. We believe that learning is more likely to occur when the materials are familiar to the learner because they relate closely to who he is as a person and relate to his knowledge and feelings concerning the experiences he has had.

PROCEDURES:

We have prepared three main activities the tutors may use with their tutees; hand puppets, masks, and All About Me. We have chosen these three activities to illustrate the idea of self kits because they are:

1. High involvement activities requiring active participation of both tutor and tutee;
2. Activities which focus directly on the tutee.

We suggest that you spend as much time as necessary with the tutors so that they are thoroughly familiar with the materials. Of course, the best way for the tutor to learn about an activity is to actually do it.

A good way to have the tutors work with these materials is in pairs, and a good way to begin is with BODY POSTERS. The directions for the Body Posters appear in the TUTOR'S HANDBOOK. We would suggest that you use the Body Poster activity first, and then move on to the Brainstorming and Creative Problem solving ideas for the second part. This way the tutors will have actually tried out an activity they can use tomorrow, when they begin tutoring. From this time on you will have to select from the self-kit ideas the ones you think are most appropriate for your tutors to try. Each idea is in the TUTOR'S HANDBOOK and should need no specific instructions from you, although it will be necessary for you to act as a resource person when the tutors raise questions or have problems.

We have coupled the self-kit ideas with the Brainstorming and Creative Problem Solving materials because we think they go together. In the self-kits we are trying to give the tutors ideas about creating materials that relate closely to the tutee because they give him ways to use the knowledge and feelings he already has. With the brainstorming and creative problem solving materials we are trying to illustrate some processes the tutors can use to expand upon the self-kit ideas and to create other materials for their tutees. In the Creative Problem Solving and Brainstorming sections we suggest that whenever possible these techniques should be used to develop new ideas and new materials. For example, here is a list of questions and topics you may want to use in Brainstorming new materials and ideas.

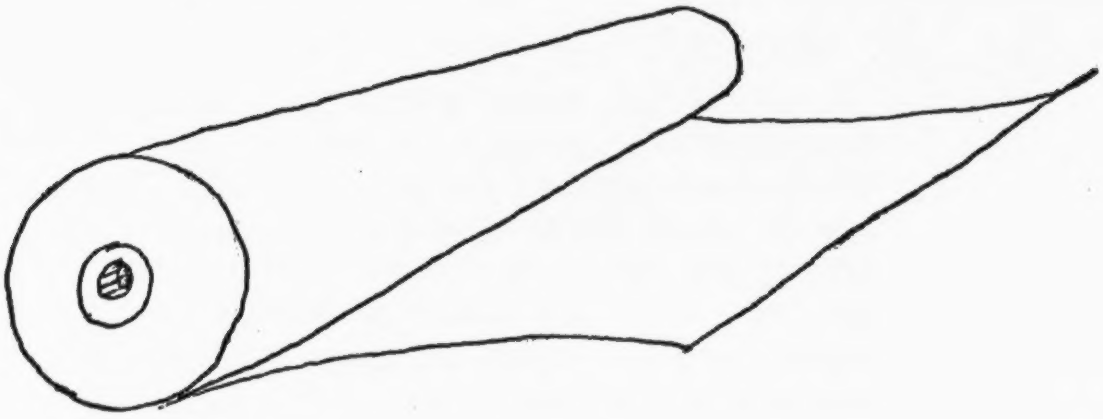
1. We have looked at the book All About Me. What other pages might we add to this book?

2. We have looked at the book All About Me. What other books might we add to get at other interests and feelings a tutee has? (Some possible ideas: (a) things I like to do, (b) where I live, (c) if I were a ___________, etc.)

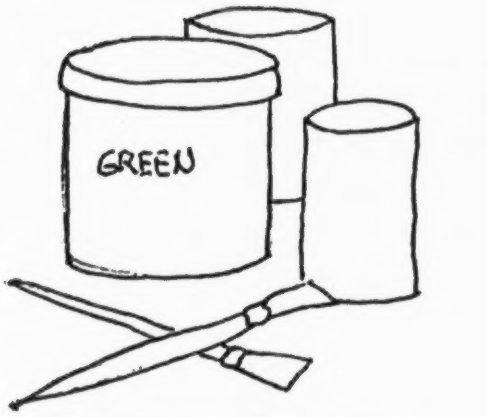
3. How many ways can we think of to use the hand puppets with our tutees?

4. How many ways can we think of to use the masks with our tutees?

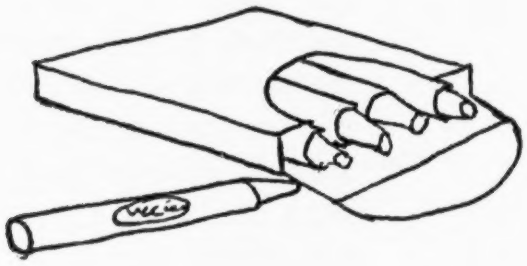
BODY POSTER MATERIAL



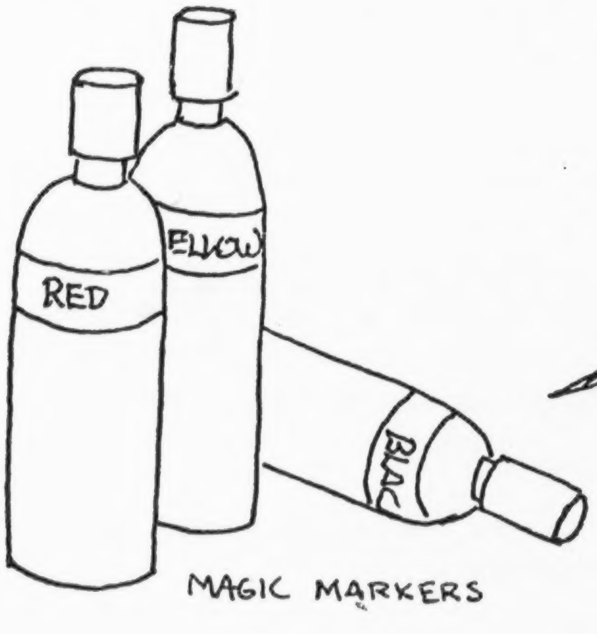
BIG ROLL OF BROWN PAPER



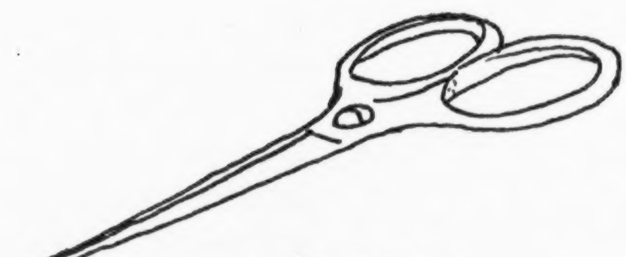
PAINT & BRUSHES



CRAYONS


RED
ELLOW
BLAC

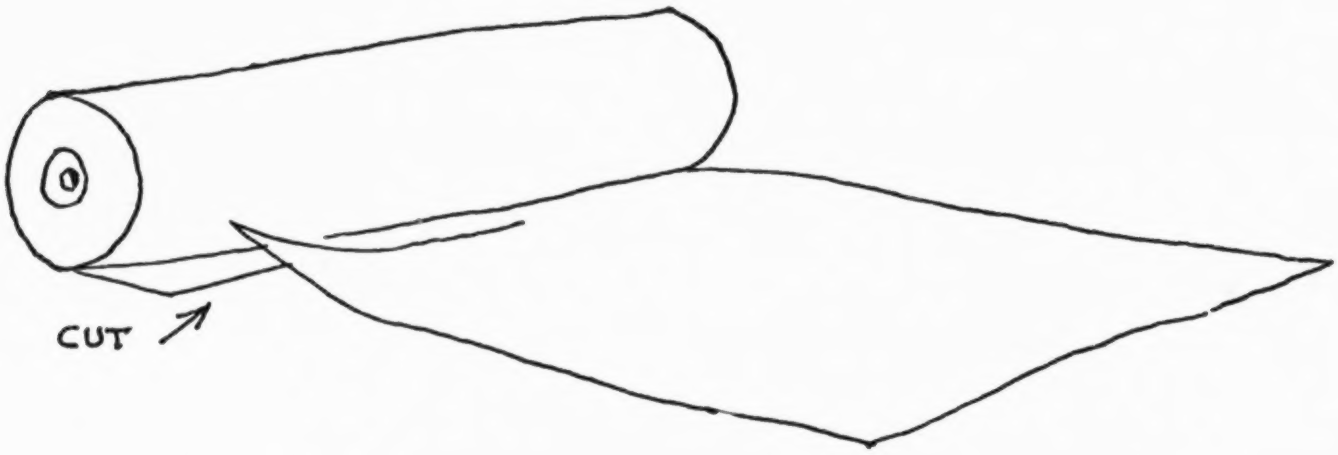
MAGIC MARKERS



SCISSORS

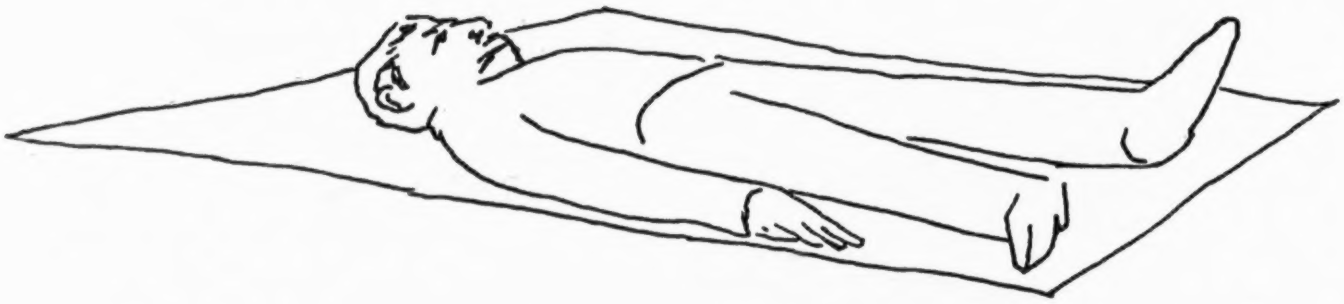
BODY POSTERS

1



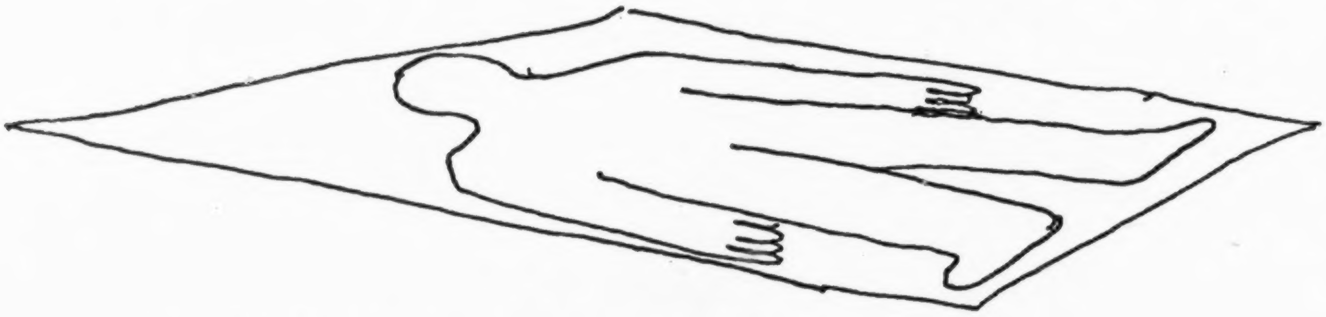
O.K. ROLL OUT ABOUT FIVE FEET OF BROWN PAPER
AND CUT IT OFF

2



RIGHT. NOW LIE DOWN ON THE PAPER THEN HAVE SOME ONE
TRACE YOUR OUTLINE ON THE PAPER WITH A MAGIC MARKER
OR CRAYON

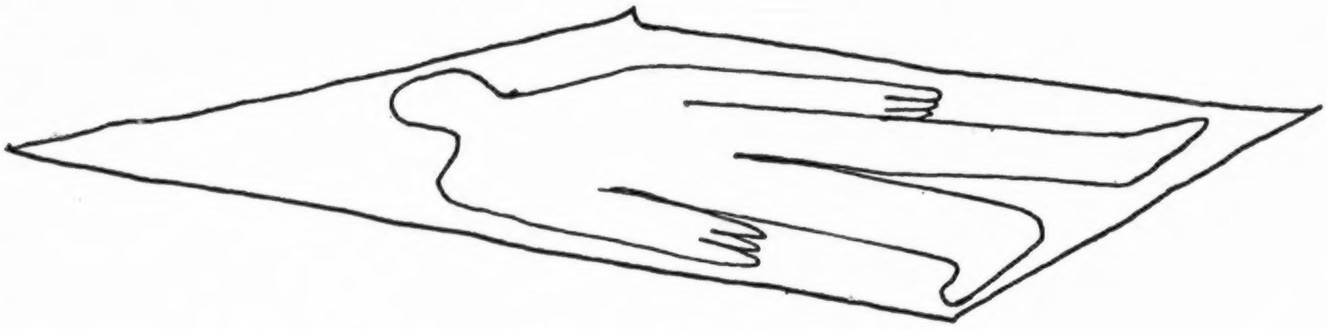
3



IF IT LOCKS SOME THING LIKE THIS YOU'RE IN GOOD
SHAPE

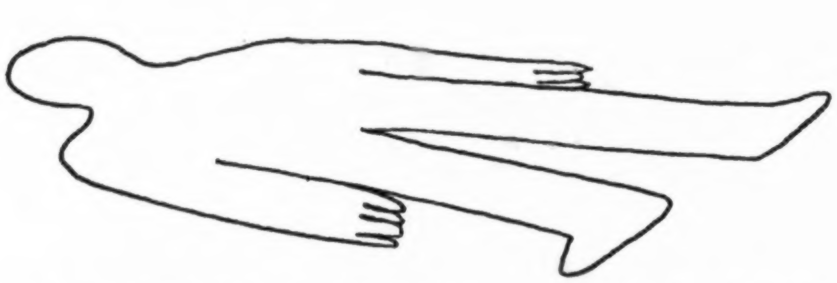
BODY POSTERS

4



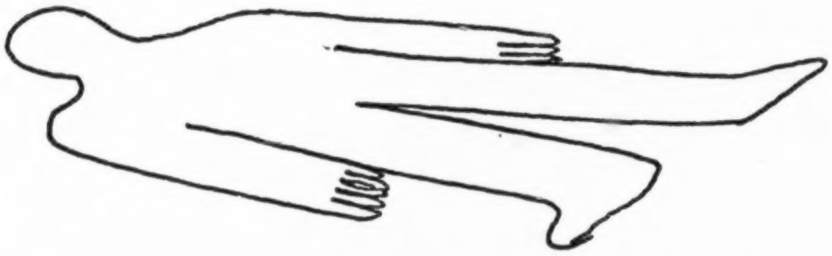
GREAT! GO AHEAD AND CUT IT OUT

5



GOOD. WHAT YOU HAVE NOW IS A BLANK BOBY POSTER

6



NOW USE THE PAINT, MAGIC MARKERS AND CRAYONS TO SHOW EVERYONE WHAT YOU LOOK LIKE.

WOW.

HAND PUPPETS

On the following pages you will find directions for making two kinds of puppets (Light Bulb Puppets and Styrofoam Ball Puppets) and a list of materials you will need for each kind. If YOU DECIDE that you want to use this idea with your tutee, you will probably want to try to make one that looks like yourself to see how it goes and where problems may arise.

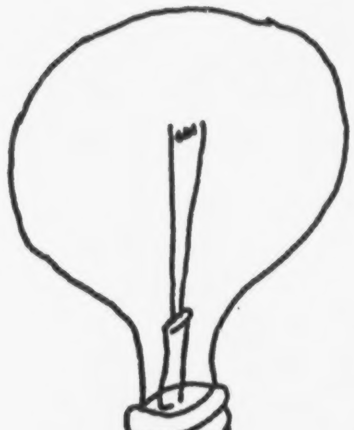
You can probably think of a lot of different ways to introduce this idea to your tutee. One way to begin is to show him the puppet you've made of yourself and ask him if he wants to make one. If you do, you can show him the directions and help him go through the steps one by one until he has completed a puppet that looks like himself.

Another way to get him interested is to ask him to bring a light bulb and an old sock the next time he comes to meet you. Don't tell him why. Just tell him its a surprise.

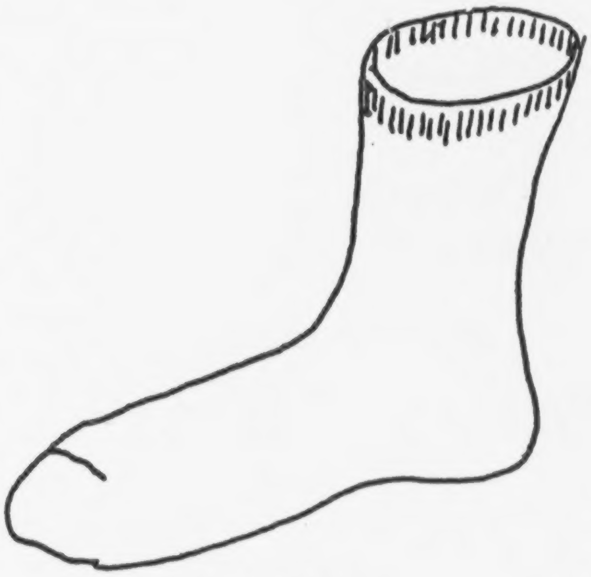
When he comes with the light bulb and old sock, you can explain that you will show him a way to turn them into a puppet that looks like himself. After your tutee has made a puppet that looks like himself, you can have him make other puppets that look like people in his family (mother, father, sister, brother, aunt, uncle) or friends. If YOU DECIDE to have your tutee make these other puppets, you might also want your tutee to make a puppet theater so he can have puppet shows. In fact, you can also be in the show, too, because you have a puppet that looks like you.

If you want to have your tutee make a puppet theater you'll find some instructions in this handbook under the heading HAND PUPPET THEATER.

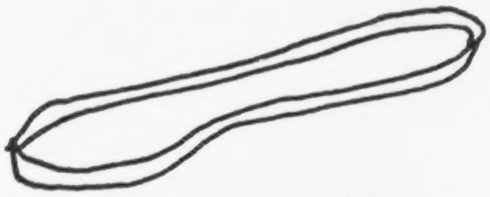
HAND PUPPET MATERIALS



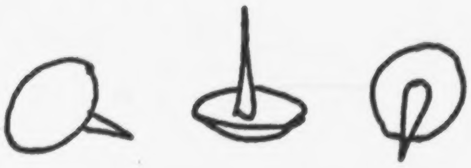
LIGHT BULBS



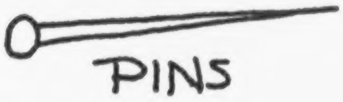
SOCKS



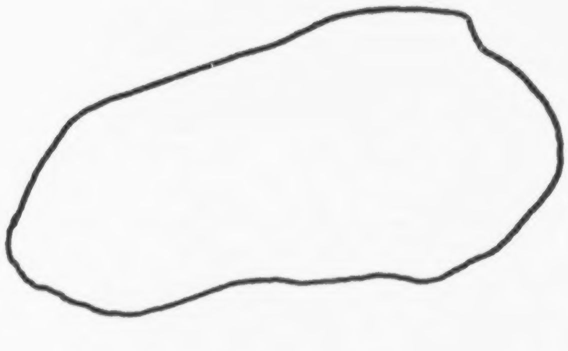
RUBBER BANDS



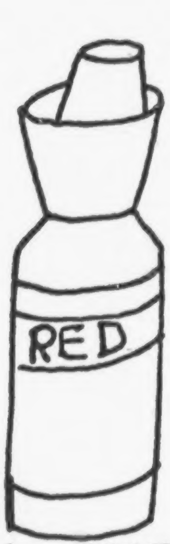
THUMB TACKS



PINS

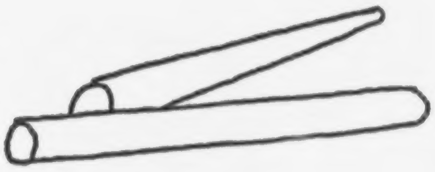


POTATOES



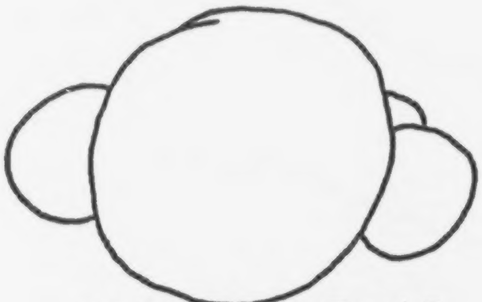
MAGIC MARKERS

HAND PUPPET MATERIALS



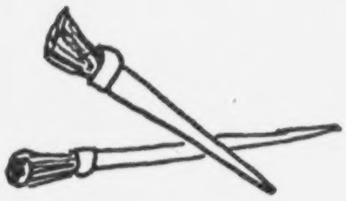
DOWELS
(REALLY STICKS)

SLICESOF PAPER

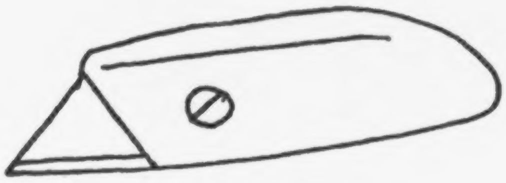


STYRO FOAM BALLS

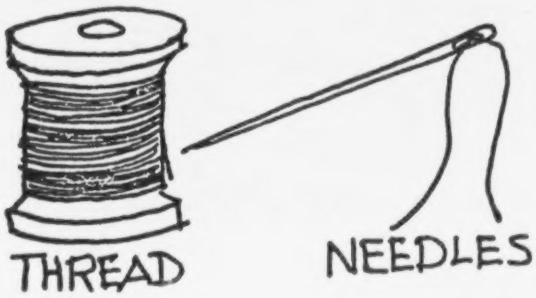
PAINT



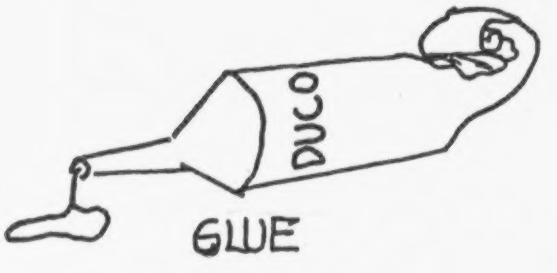
BRUSHES



KNIVES



THREAD NEEDLES

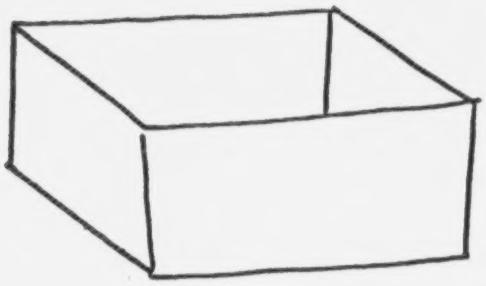


GLUE

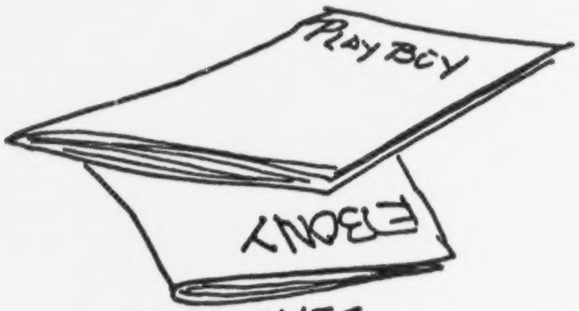
BUTTONS

SCRAP CLOTH

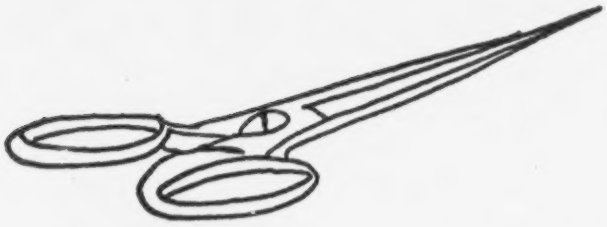
HAND PUPPET MATERIALS



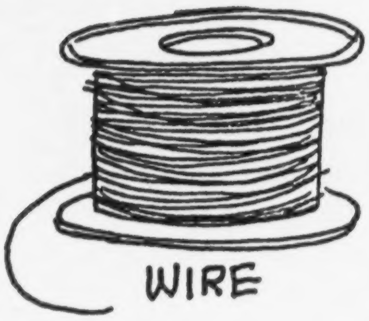
CARDBOARD BOXES


PLAY BOY
EBONY

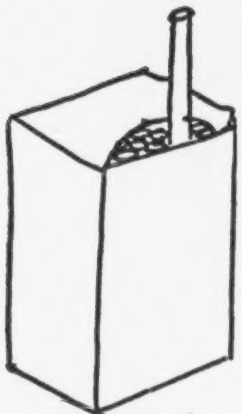
MAGAZINES



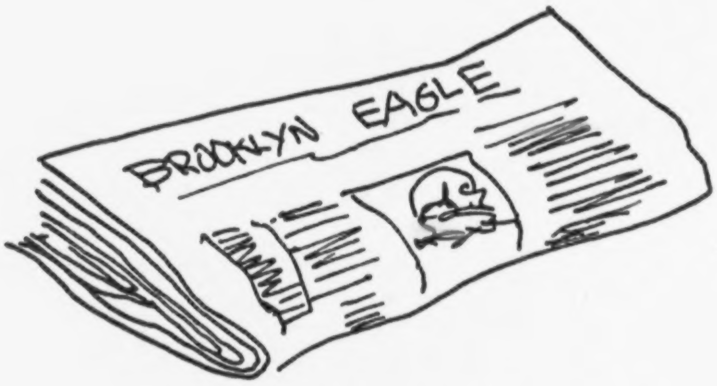
SCISSORS



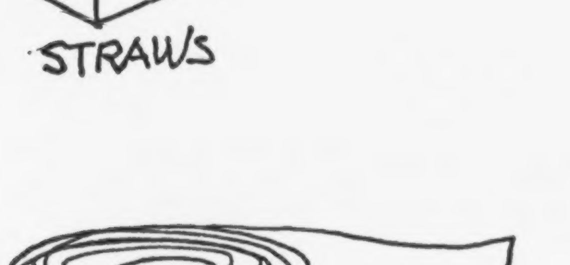
WIRE



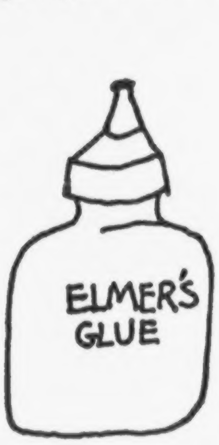
STRAWS


BROOKLYN EAGLE

NEWSPAPERS



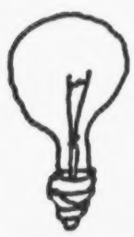
TAPE


ELMER'S GLUE

MORE GLUE

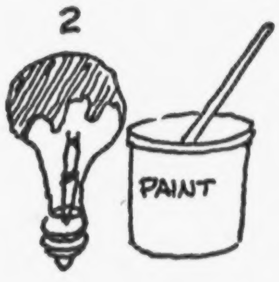
LIGHT BULB PUPPET

1



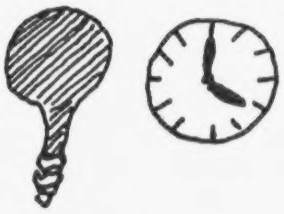
TAKE A BULB

2



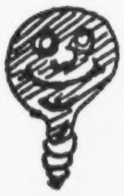
AND PAINT IT

3



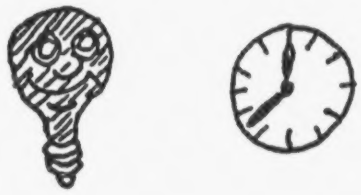
LET IT DRY

4



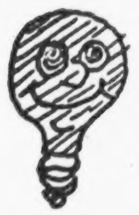
THEN PUT A FACE
ON IT WITH MORE
PAINT OR MARKERS

5



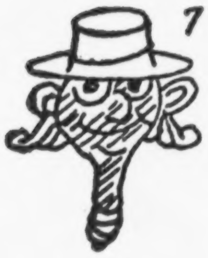
LET IT DRY SOME
MORE

6



O.K. HOW ABOUT SOME
EARS, HAIR, HATS AND
STUFF LIKE THAT?

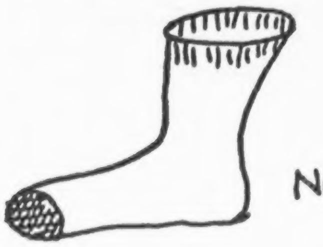
7



REMEMBER THE SCISSORS,
PAPER, MARKERS AND GLUE?

8

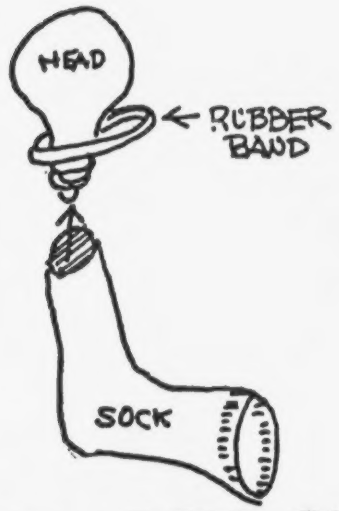
GREAT! NEXT CUT THE
TOE OUT OF A SOCK



NOW YOU HAVE A TOE HOLE

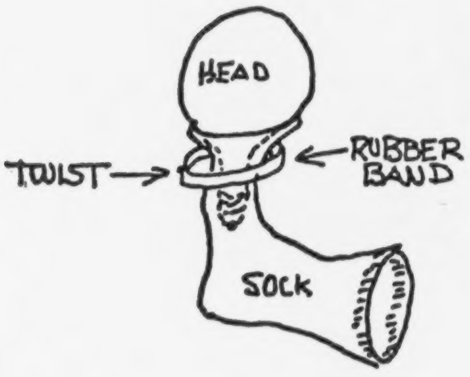
LIGHT BULB PUPPET

9


HEAD
RUBBER BAND
SOCK

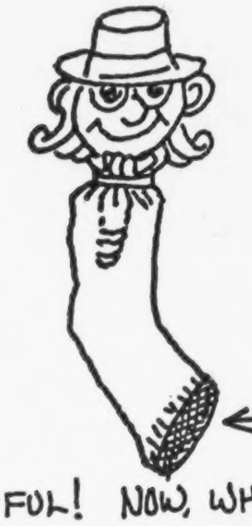
O.K. PUT A RUBBER BAND ON THE NECK OF THE HEAD

10


HEAD
TWIST
RUBBER BAND
SOCK

RIGHT! NOW TWIST THE RUBBER BAND SO THAT IT HOLDS THE SOCK ON THE HEAD

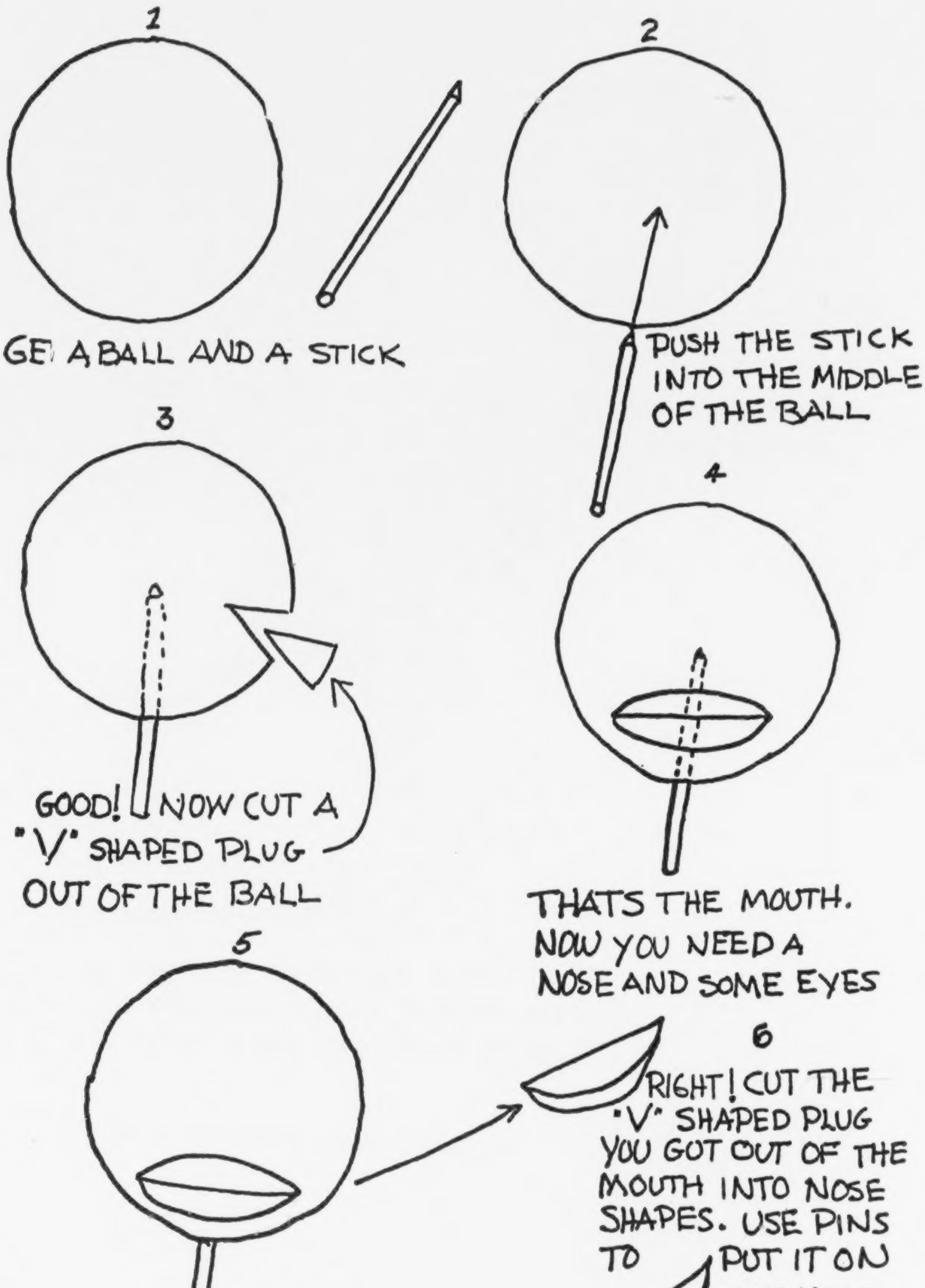
11



BEAUTIFUL! NOW, WHAT YOU GOT IS A LIGHT BULB, PAPER, GLUE, PAINT RUBBER BAND, AND SOCK PUPPET!

YOUR HAND GOES IN HERE

STYRO FOAM BALL PUPPET



1 GET A BALL AND A STICK

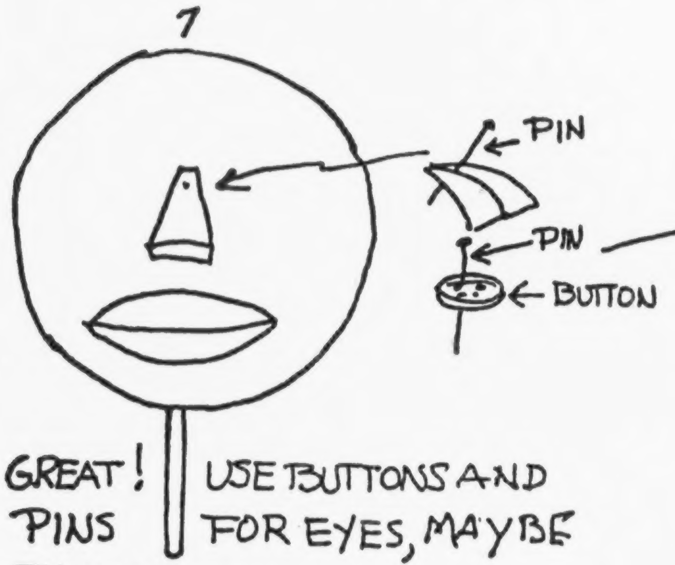
2 PUSH THE STICK INTO THE MIDDLE OF THE BALL

3 GOOD! NOW CUT A "V" SHAPED PLUG OUT OF THE BALL

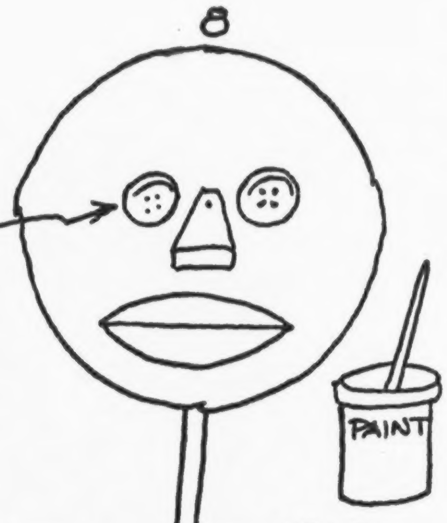
4 THATS THE MOUTH. NOW YOU NEED A NOSE AND SOME EYES

6 RIGHT! CUT THE "V" SHAPED PLUG YOU GOT OUT OF THE MOUTH INTO NOSE SHAPES. USE PINS TO PUT IT ON THE HEAD.

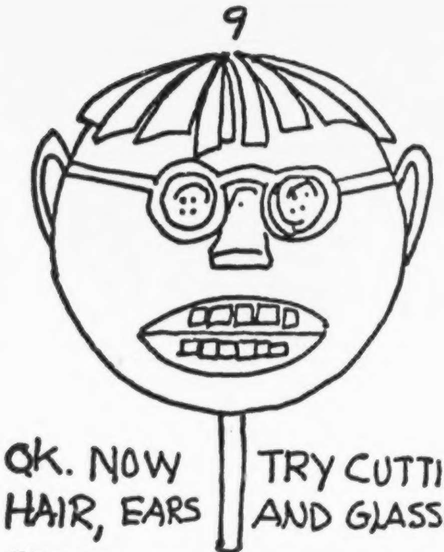
STYRO FOAM BALL PUPPET


7
PIN
PIN
BUTTON

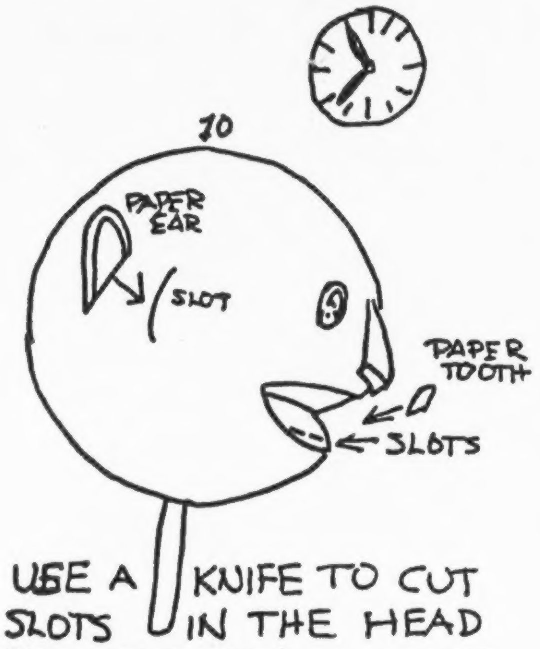
GREAT! PINS USE BUTTONS AND FOR EYES, MAYBE THUMB TACKS



PAINT THE HEAD THE WAY YOU WANT AND LET IT DRY



OK. NOW TRY CUTTING SOME HAIR, EARS AND GLASSES AND STUFF OUT OF PAPER. HOW ABOUT SOME TEETH?

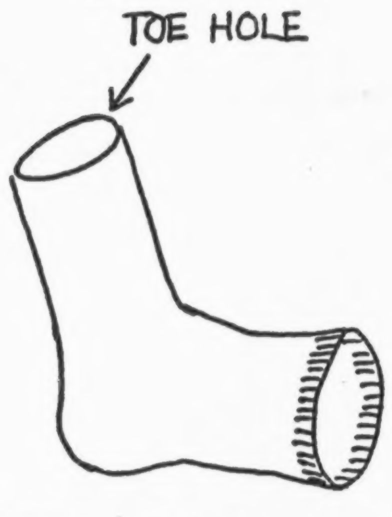

10
PAPER EAR
SLOT
PAPER TOOTH
SLOTS

USE A KNIFE TO CUT SLOTS IN THE HEAD SO THAT YOU CAN GET THE EARS AND TEETH TO STAY ON.

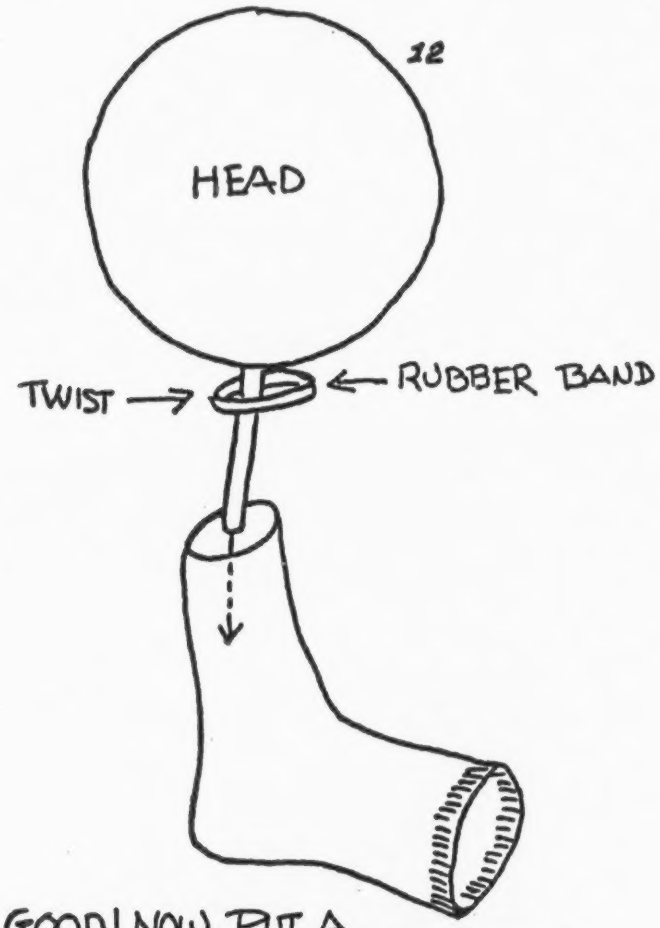
GLUE DOESN'T WORK ON STYRO FOAM BALLS

STYROFOAM BALL PUPPET

11

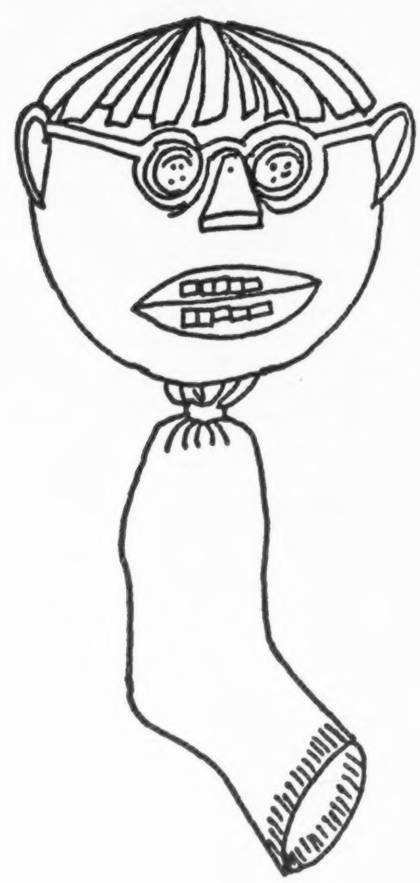


GREAT! NOW CUT THE
TOE OUT OF A SOCK


12
HEAD
TWIST
RUBBER BAND

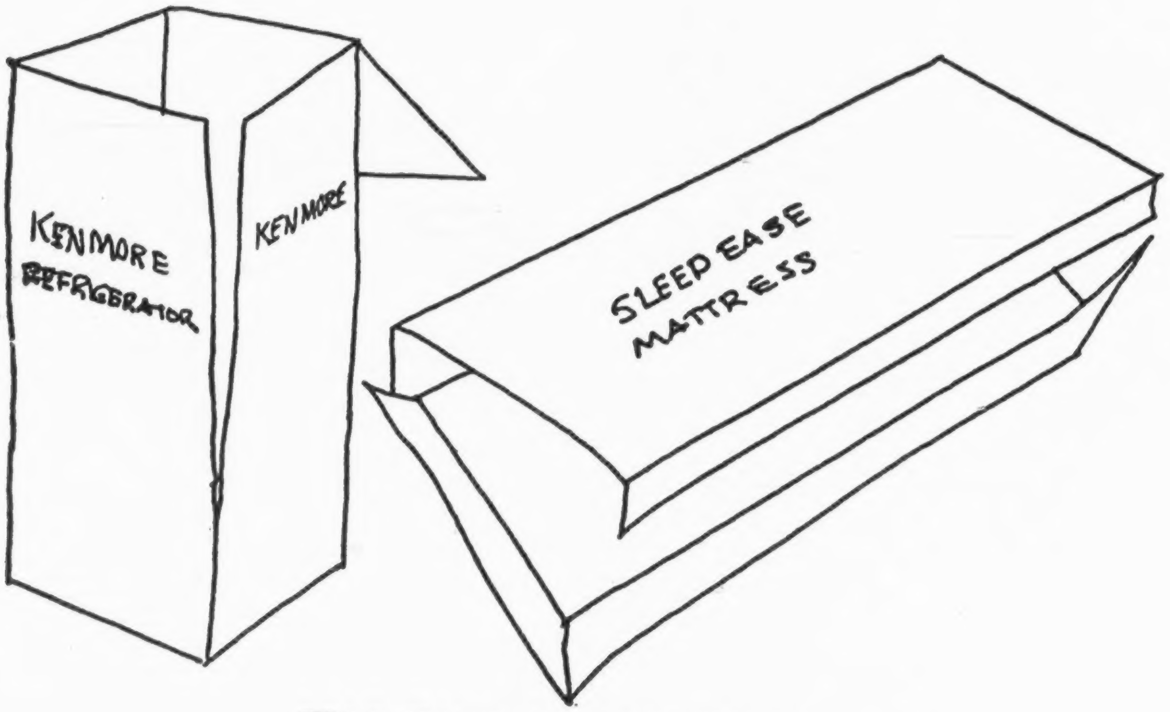
GOOD! NOW, PUT A
RUBBER BAND ON THE STICK
AND PULL THE SOCK UP, NOW
TWIST THE RUBBER BAND SO
THAT IT WILL HOLD THE SOCK
ON THE STICK.

13

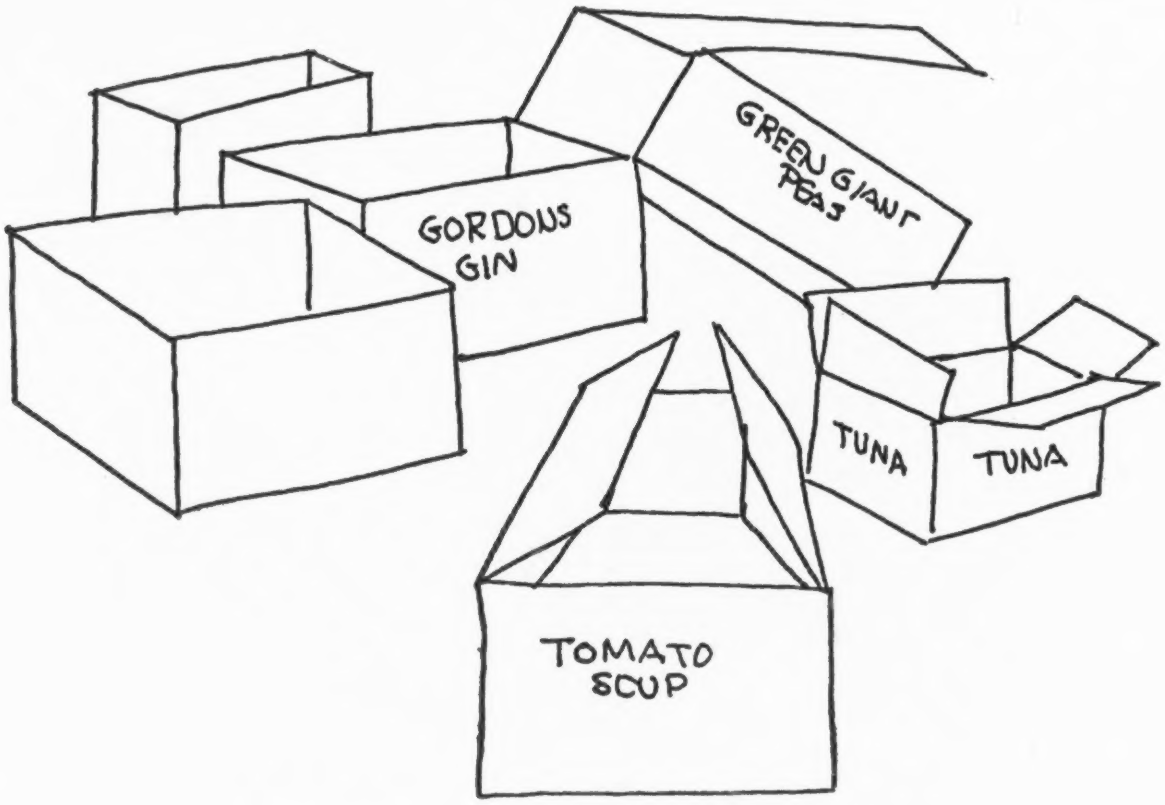


WOW!

PUPPET THEATRE MATERIALS

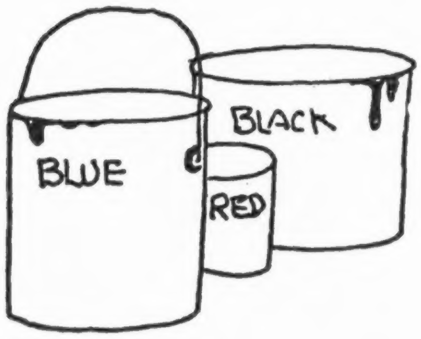

KENMORE
REFRIGERATOR
KENMORE
SLEEP EASE
MATTRESS

BIG CARD BOARD BOXES

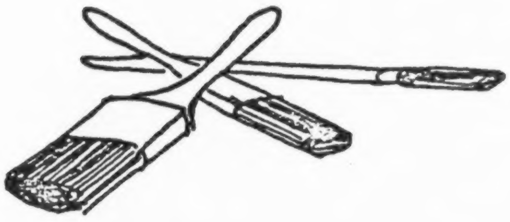

GORDONS
GIN
GREEN GIANT
PEAS
TUNA
TUNA
TOMATO
SOUP

AND MEDIUM CARDBOARD BOXES

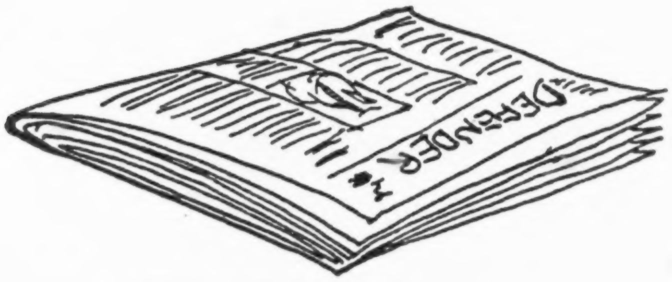
PUPPET THEATRE MATERIALS


BLACK
BLUE
RED

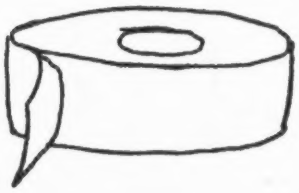
PAINT



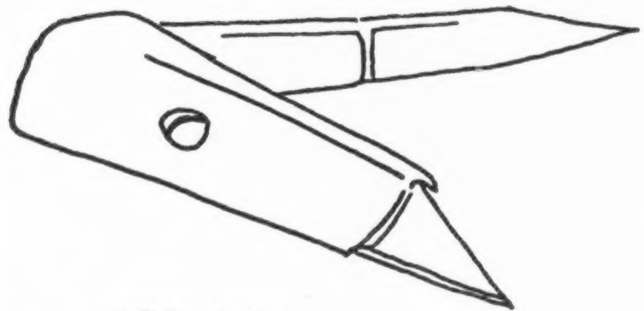
PAINT BRUSHES



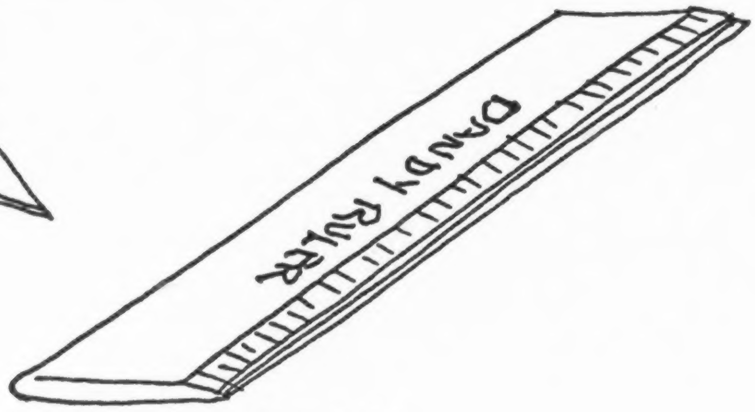
NEWSPAPERS



MASKING TAPE

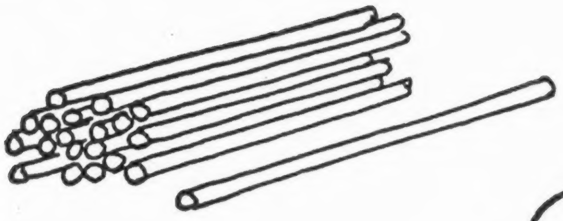


KNIVES

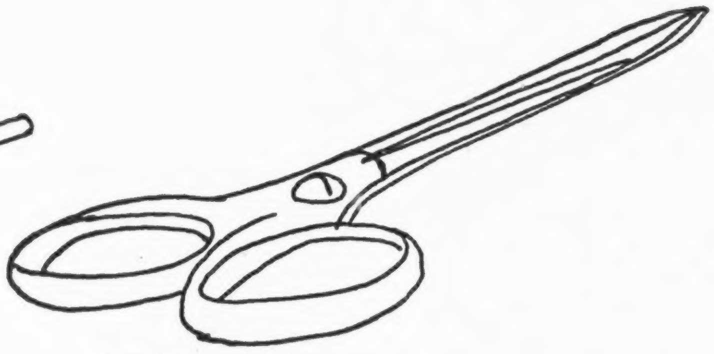

DANDY RULER

RULERS

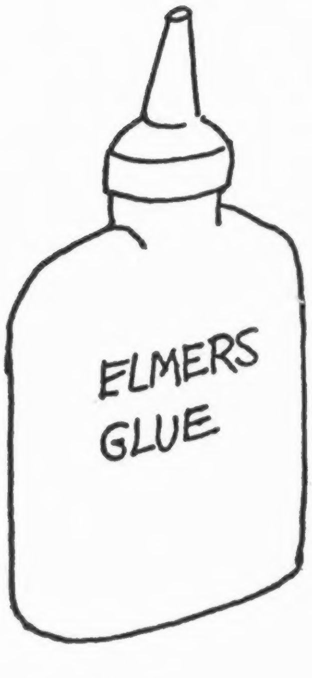
PUPPET THEATRE MATERIALS



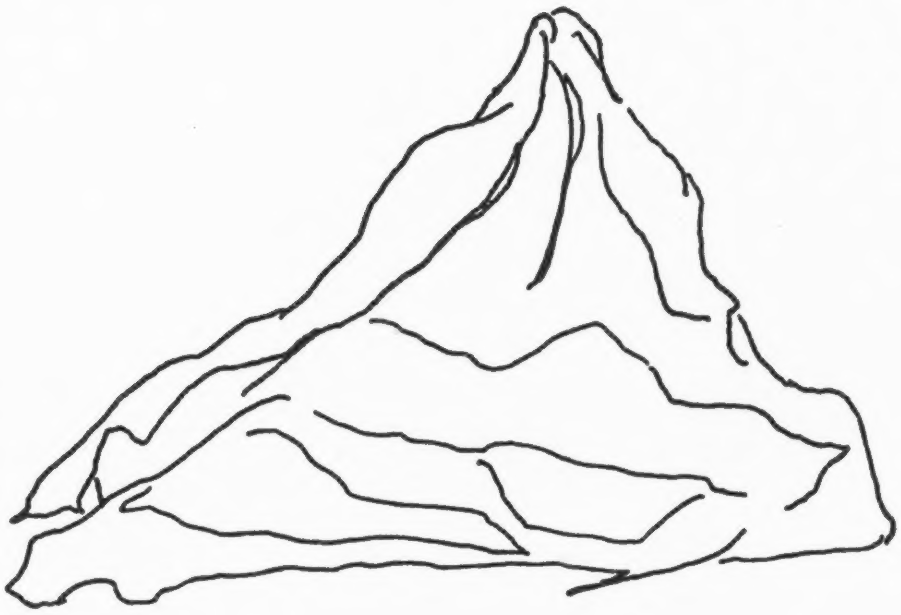
WOODEN DOWELS



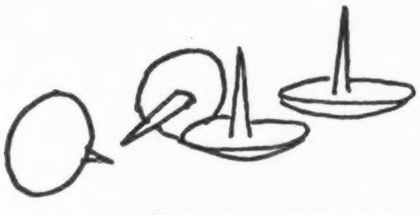
SCISSORS



GLUE



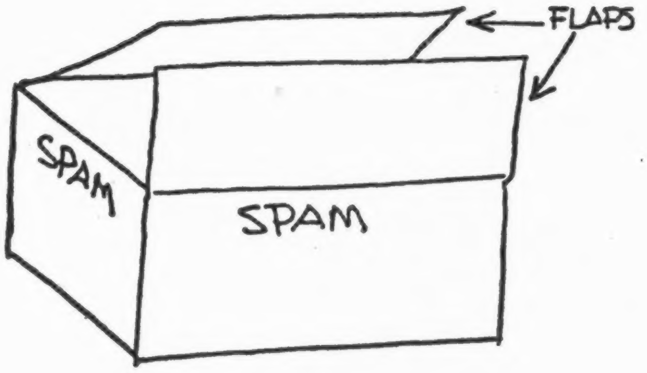
CLEAN CLOTH SCRAPS



THUMBTACKS

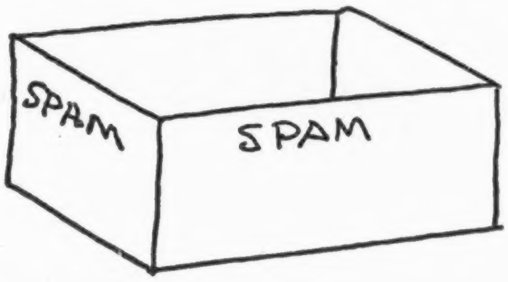
PUPPET THEATRE

1


FLAPS
SPAM
SPAM

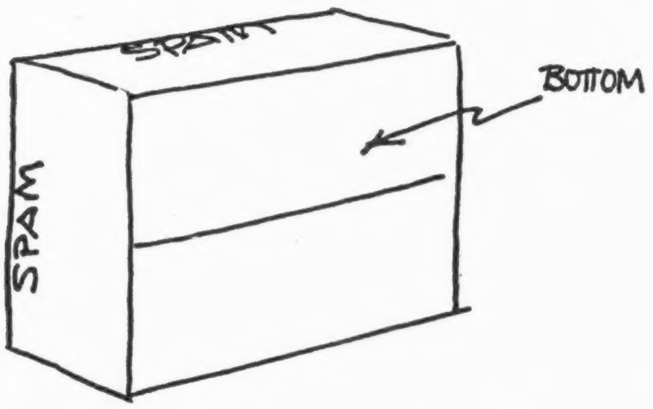
TAKE A MEDIUM SIZED BOX

2



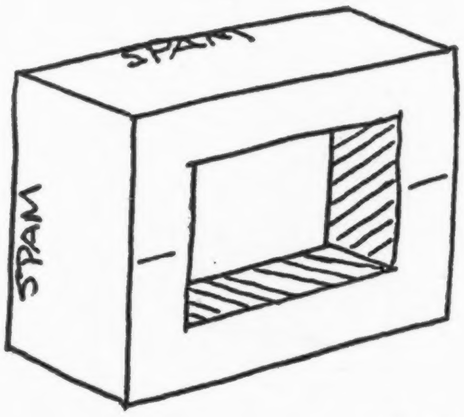
AND USE A KNIFE TO CUT OFF ALL THE FLAPS

3


SPAM
SPAM
BOTTOM

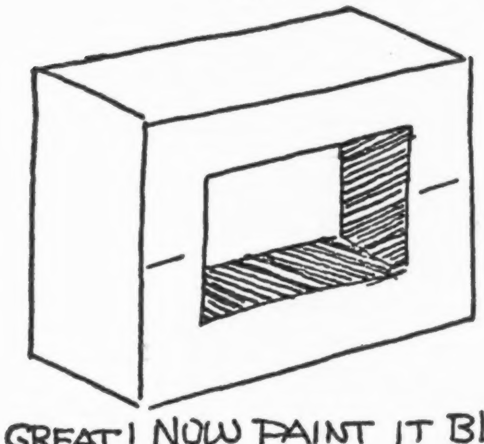
RIGHT! NOW TURN THE BOX ON ITS SIDE

4



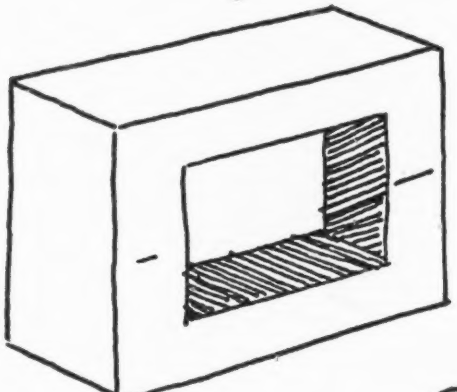
O.K. GET THE KNIFE AND CUT A HOLE IN THE BOTTOM OF THE BOX

5



GREAT! NOW PAINT IT BLACK INSIDE AND ANY COLOR YOU WANT OUTSIDE

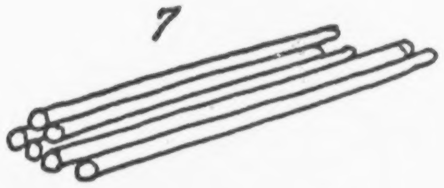
6



BEAUTIFUL! LET IT DRY

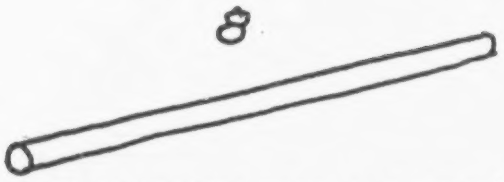
PUPPET THEATRE

7



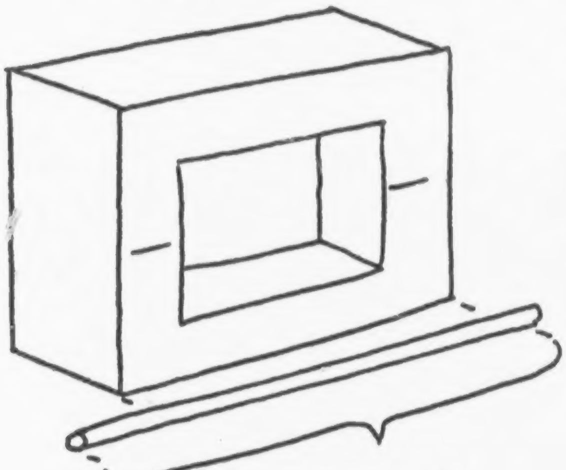
OK. WHILE YOU'RE NOT DOING ANYTHING HOW ABOUT MAKING A CURTAIN TO COVER THE HOLE IN THE BOTTOM

8



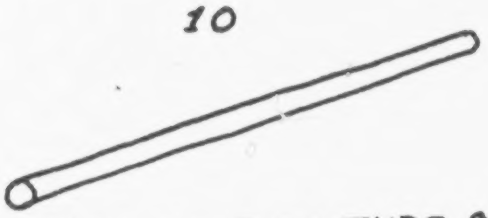
REMEMBER THE WOODEN DOWELS? GET ONE THAT IS LONGER THAN THE BOX

9

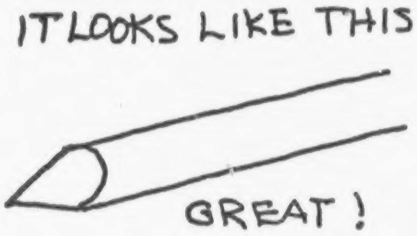


LONGER, RIGHT?

10

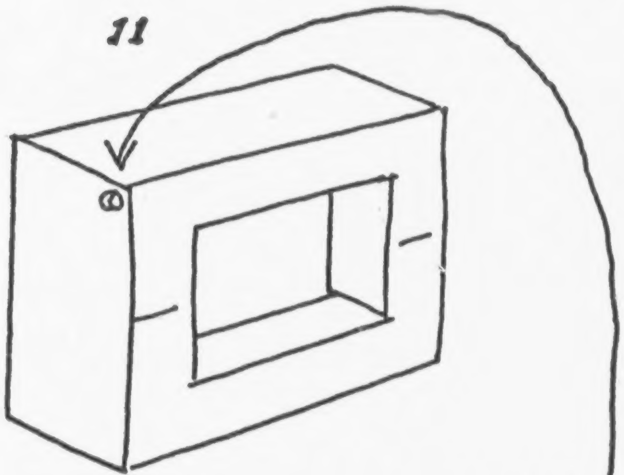


THEN CUT BOTH ENDS OF THE DOWEL WITH A KNIFE SO THAT IT LOOKS LIKE THIS



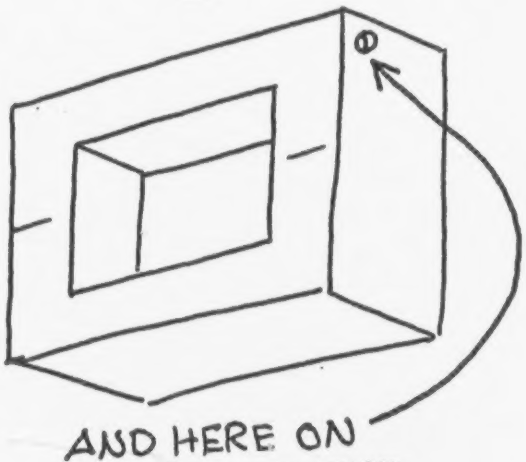
GREAT!

11



NOW USE THE STICK TO PUNCH A HOLE IN THE BOX HERE

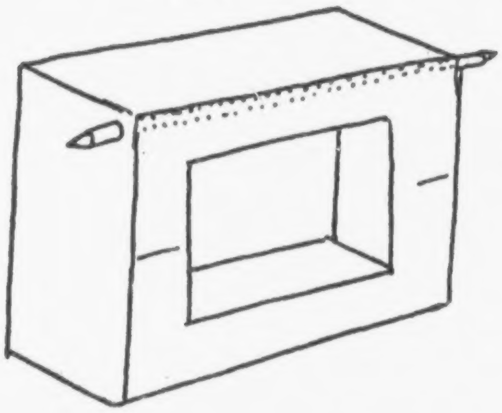
12



AND HERE ON THE OTHER END

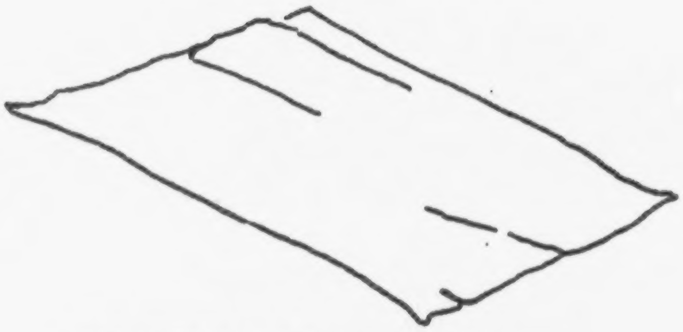
PUPPET THEATRE

13



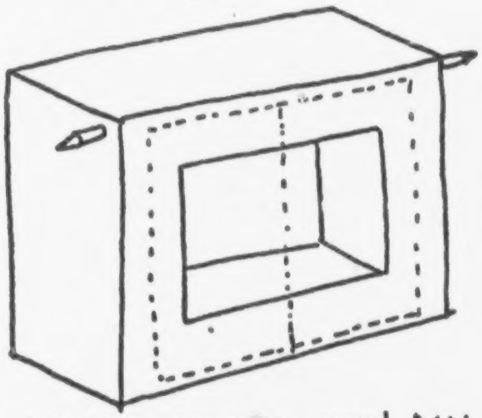
WHEN YOU PUT THE DOWEL THROUGH THE HOLES IT SHOULD STICK OUT ON BOTH SIDES OF THE BOX

14



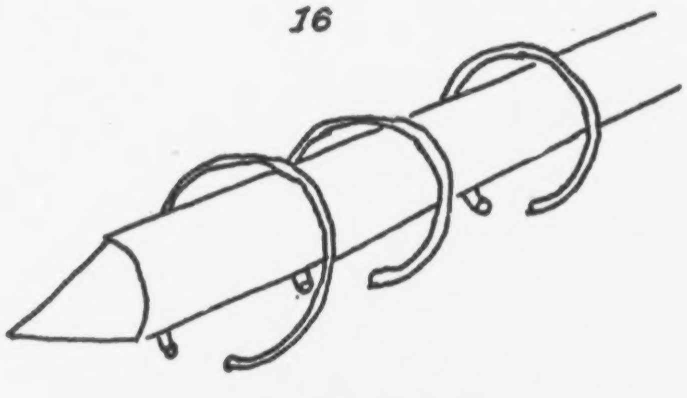
OK. NEXT CUT TWO PIECES OF CLOTH THAT WILL FIT INSIDE THE BOX —

15



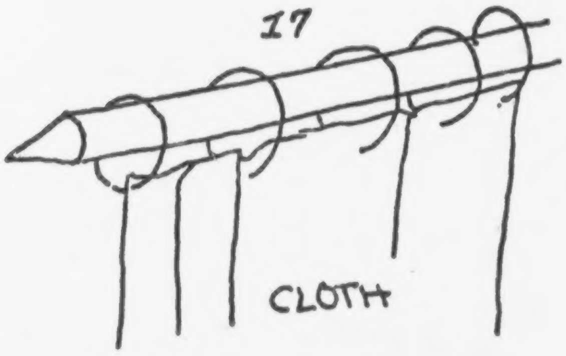
LIKE THIS. RIGHT! NOW TAKE THE DOWEL OUT AND

16



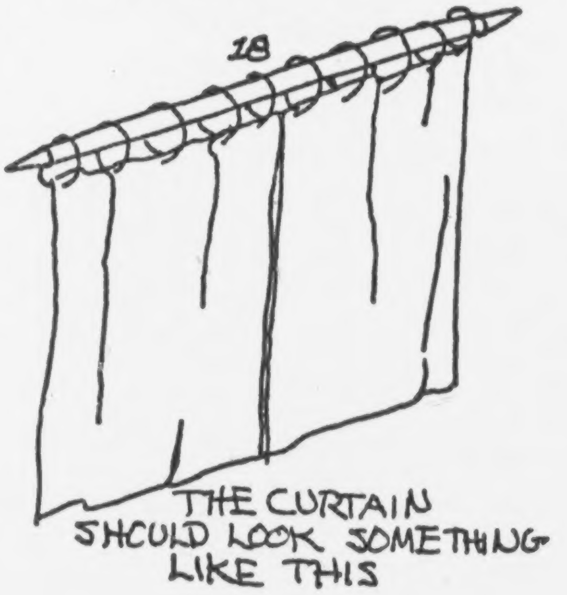
CUT A BUNCH OF SHORT PIECES OF WIRE BEND THEM AROUND THE DOWEL

17



GOOD! NOW PUNCH THE WIRE THROUGH THE CLOTH AND TWIST THE WIRE TOGETHER

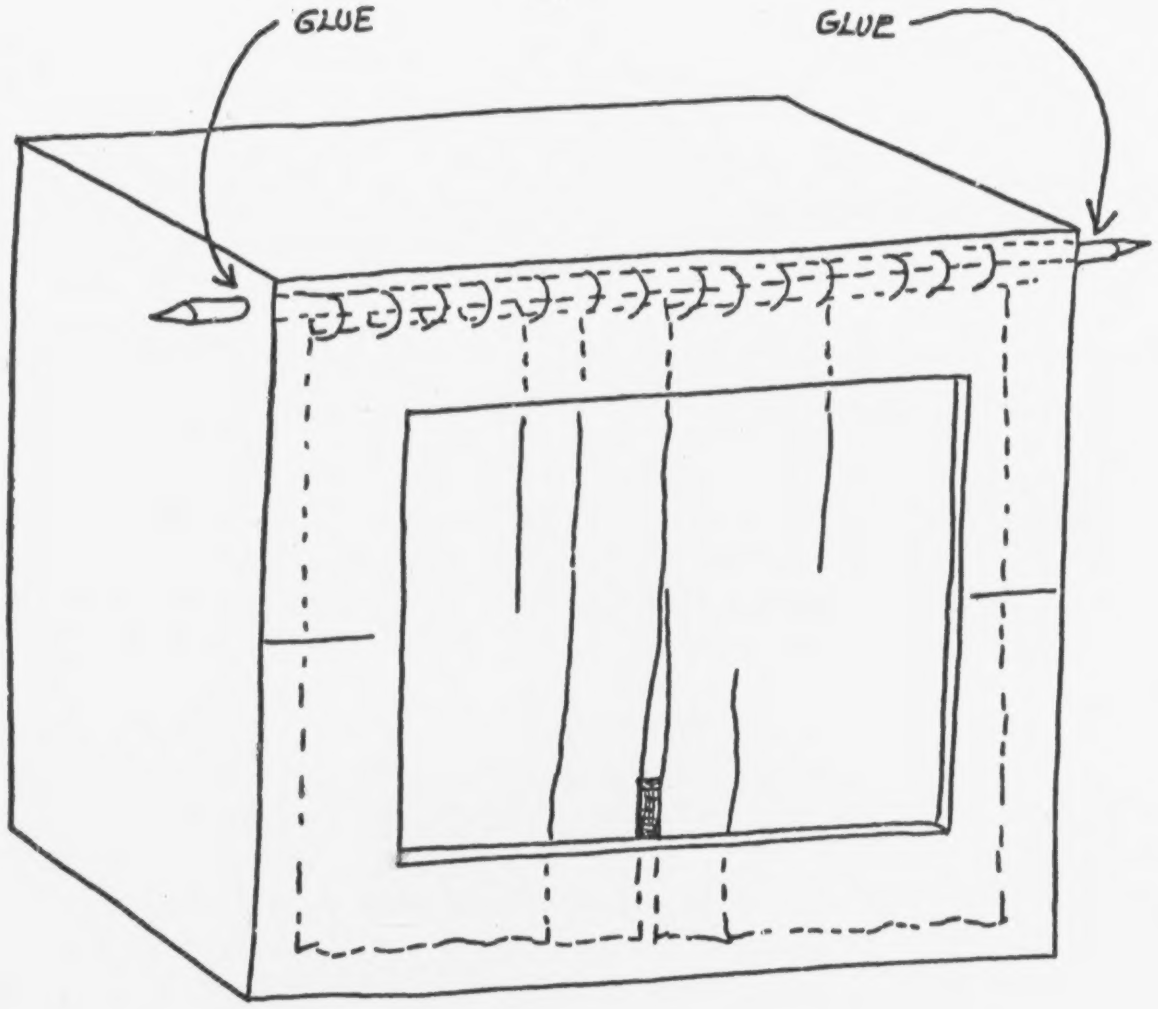
18



THE CURTAIN SHOULD LOOK SOMETHING LIKE THIS

PUPPET THEATRE

19



PUT THE DOWEL AND CURTAIN INSIDE AND GLUE THE PART OF THE DOWEL THAT STICKS OUTSIDE TO THE BOX

FANTASTIC!

YOU HAVE MADE A MEDIUM SIZE BOX INTO A MEDIUM SIZED PUPPET THEATRE WITH A CURTAIN THAT OPENS AND CLOSES! IF YOU USE A BIGGER BOX YOU GET A BIGGER PUPPET THEATRE. OK. SO NOW YOU ARE ALL SET. WOW!

WORKSHOP #8

ACTIVITY:	Who am I?[1]
DESCRIPTION AND OBJECTIVES:	Who Am I? is designed as a warm up activity for tutor and tutee before they begin to develop the book ALL ABOUT ME.[2] It is designed to encourage the tutee to make his own entries in his ALL ABOUT ME. This should be encouraged because it shows that the tutee is taking an active part in learning.
PROCEDURES:	If you decide to use this warm-up activity, you will probably want to work with small groups of tutors and tutees (about 3 tutors and 3 tutees). You might want to begin by asking some open-ended questions like: "What kind of fruit (or vegetable) do you feel like?" or "What kind of car do you feel like?" As the group members answer these questions, they will begin taking more responsibility for talking about themselves. After the group members become comfortable answering these questions, ask for someone to volunteer to tell the others how he is different from other people. Encourage the group to challenge his descriptions of himself. Tutees and tutors will often say things about themselves which are very much like other members of the group...for example, "I have a pretty dress, or "I have new shoes," etc. You can write the things that each person says on a piece of paper and give it to him at the end of the activity. If you point out that these statements can be used as topics to write about in ALL ABOUT ME, you will probably find that what the tutees (tutors) write will begin to look more unique.

---

1. Developed from the work of Harry Morgan and adapted for Youth Tutoring Youth.

2. See Workshop #9.

ALL ABOUT ME[1]

ALL ABOUT ME is a book and an idea. It was thought up to show tutors how to develop materials that will help their tutees to learn things about themselves and how to communicate those things to others. There are several ways to use this idea:

1. You develop your own ALL ABOUT ME to serve as an example for your tutee's book. Your book should have pictures and other personal items from your childhood through adulthood. Photographs of you as a child, or with brothers and sisters, with a pet, as well as things (baseball cards, awards, letters, etc.) which are examples of important phases of growing up should be included. Your tutee will use your book as a model for developing their own ALL ABOUT ME. So a good way to introduce this idea to a tutee would be a discussion and display of your book. If your tutee seems interested in the idea, you can help him make his own book.

2. You can begin by having your tutee make a booklet with construction paper covers and paper fasteners. Then you can make up pages to go in the book, like we did. An example of a book like this is on the next 12 pages. You can use some or all of these ideas. But probably you will want to improve upon this idea by coming up with new pages to go in the ALL ABOUT ME book that your tutee will make.

---

[1] Adapted from the work of Harry Morgan for Youth Tutoring Youth.

ALL ABOUT ME

This is a book all about me. But first things first. My name is ______________, and this is what I look like.

(Draw or paste a picture of yourself on this page.)

I didn't always look like that. When I was younger I looked like this.

(Draw or paste a picture of what you looked like when you were younger on this page)

And when I get older, I'm going to look like this.

(Draw a picture of what you will look like when you get older on this page.)

I'm somebody special. There are a lot of things that make me special. Here's a story about one thing that makes me special.

(On this page you can write a story about something that makes you special--or you can tell your tutor the story and he can write it for you.)

I do lots of things, too. I can do things to make people laugh. Here is a drawing that will make you laugh.

(On this page draw a picture that will make someone laugh.)

And here's a funny story that will make you laugh, too.

(Write a funny story to make someone laugh--or tell your tutor a funny story and he can write it for you.)

Some of my friends are special, too. Let me tell you who they are. First, there's ___________________. Now, that's someone SPECIAL. Do you know why? NO! Well, let me tell you about it.

(Write a story about someone special on this page--or tell your tutor the story and have him write it for you.)

But that's not the only special person I know. There are a lot of other special people. There's ______________________ and there's________________

(You can write the names of as many special friends on this page as you want to. Or maybe draw a picture of them.)

Lots of things happen at my house. But before I tell you what happens, let me show you where I live and how to get there.

(On this page draw a map that shows someone how to get from the tutoring center to your house.)

Now let's see, I was telling you about what happens at my house.

(On this page write a story telling about what happens at your house--or tell the story to your tutor and ask him to write what you say.)

Well, I've told you about me. Now, tell me who you are?

(You can ask people who read your book to write their names on this page--or maybe draw a little picture for you.)

WORKSHOP #10

ACTIVITY: FACE IN THE MIRROR[1]

DESCRIPTION AND OBJECTIVES: Concept of facial self. What others see.

PROCEDURE: Work with a small group, no more than six, (three tutors, three tutees). One mirror will be used, and passed among the group. As each person receives the mirror he will state, "As I look in the mirror I see..." and say what he sees. The first child who goes through the exercise upon completion will be allowed to pass the mirror on to another child as a "gift"...and so on until all children have participated. The tutors as well as the tutees should participate.

The tutor's role is crucial as a "mover" of the activity. You can anticipate that some children will encounter themselves directly and describe facial features... others will hesitate, and then begin a description. While several may talk about things in the room which they see in the mirror, avoiding themselves, or even being completely silent and not responding at all. The large experience chart should have the title: "When I look in the mirror I see..." Either tutee or tutor can make entries.

Ask the tutors if anyone has a hand mirror so that they can try this exercise and see if they want to use it with the tutees. You can use the chalkboard instead of sheets of paper to record what things people say in response to the beginning -- "When I look in the mirror I see..."

In case any tutors have questions about the purpose of this activity, you might want to bring up some of the points made below:

---

[1] Developed by Harry Morgan, University of Massachusetts and adapted for Youth Tutoring Youth.

Rationale and Anticipated Outcomes:

The very young seldom have the opportunity to view themselves in a mirror. Adults peer at themselves several times a day. In the home, such objects are beyond the child's height, except on occasion, when they stand or prop themselves on the bathroom wash basin they can see the top of their head or face.

By comparison, adults appear to be formidable giants. To aid in eliminating this fearful condition, it is suggested that teachers in the early grades sit with the children when possible to reduce the physical distance.

Some early childhood classrooms have begun to place full length mirrors about the room for children to observe themselves. This is usually thought of as an extension of a play activity in which children play "housekeeping" or "dress-up" in over-sized clothes. Rarely does the teacher exploit this opportunity for any direct confrontation with self.

The purpose of the hand mirror activity, and later the full length mirror, is an effort to develop this confrontation gradually.

* MATERIALS:
Hand Mirror
Experience Chart (Larged lined paper 24 x 36)
Tutee made journals and/or tutor made journal

WORKSHOP #11

ACTIVITY:	MY WHOLE SELF IN THE MIRROR[1]
DESCRIPTION AND OBJECTIVES:	Concept of body and how it relates to how others see us.
PROCEDURE:	Work with small group, no more than six (three tutors, three tutees). One full length mirror made available to group. Each person stands before the mirror one at a time. Then he talks about what is revealed to him in the mirror. If the person hesitates, either tutors or tutees can suggest "what he can look for..."

The tutor's role is to encourage movement and conversational inter-play between the group and the child viewing. Some children will encounter themselves directly...others will hesitate, and some will describe articles about the room which are reflected in the mirror.

The tutors can use this activity as a follow-up of the FACE IN THE MIRROR activity. At the end of the session group entries will be written on the large experience chart. The heading will state "When I looked in the big mirror I saw..." The children will be encouraged by the tutor to make relevant entries in their journals. The tutor can make these entries for the tutee after first determining exactly what he wants to be written. Children who have writing skills should be encouraged to write their own whether the tutor or tutee is doing the writing, exact words should be accepted. The objective is to encourage free response, not to develop grammar or writing skills.

---

1. Developed by Harry Morgan, University of Massachusetts and adapted for Youth Tutoring Youth.

WORKSHOP #12

ACTIVITY:	BODY TALK
DESCRIPTION AND OBJECTIVES:	After the tutor has been with his tutee for some time, he may find that a major influence on how well his tutee performs will be the tutee's attitude toward himself (self concept). At that time it will be important for the tutor to understand that much of the tutee's self concept evolves, in part, from his attitudes toward different parts of his body (i.e., eyes, hands, feet, arms, etc.). A tutee who has big lips may feel that this makes him ugly and develop a negative view of himself. A tutee who has skinny legs may feel that this makes him weak and also develop a negative view of himself. These are just two examples of how a child's attitudes toward his body parts can effect his opinion of himself.

The following exercise, called "Body Talk," is designed specifically to help the tutee become more fully aware of his body parts and develop a broader range of criteria by which to value them. Thus, the tutee will be able to view his body in a way which is consistent with healthy growth. Basically, the exercise consists of having the tutee fantasize that he is a specific part of his body. For example, the tutee may "become" his knees for the purpose of the exercise.

Note to Trainer: It is suggested that the trainer first do this exercise with his tutors, and that the trainer should participate fully in the exercise by becoming a body part himself and starting off the exercise. It is also suggested that the tutors participate fully in the exercise, when they are doing it with the tutees.

PROCEDURE: Announce to the tutees that they are going to play a new game "Body Talk" and ask them to be seated on the floor in a circle. After the tutees are seated, the tutor then informs the tutees that the game is played by having everyone pretend they are a part of their body such as their feet. In other words, if everyone is pretending they are their hands, then everyone says what he thinks his hands would say if hands could talk. Following these instructions the tutor should tell the tutees that they are going to start the game off by having each person in the circle take turns pretending he is his feet. Each person should have his feet tell everyone how he feels and what he likes best. For example, the feet might feel too big because the other feet around him seem to be smaller. The feet may feel strong because they run fast. The feet may like best not having shoes on. To help give the tutee an idea of how to respond, the tutor should start the game off. After each tutee has had a turn at doing the above, the tutor next asks the tutees to take turns again having their feet tell everyone about some of the things it does. Following this, the tutees should be informed that they will continue the game on another day. Each time they play, they will pretend they are a different part of their body.

FOLLOW-THROUGH: The next two times that the tutee's play the game, it is suggested that they pretend they are their hands, and then their arms. Also, the tutor should try to expand the types of questions he can ask the body parts to reply to (list at end of instructions).

After the tutees have played the game at least three times, the tutor can ask the tutees to each pick the body parts they like best and take turns pretending they are that part. At this time, the tutor might also begin to hold discussion on body parts with the tutees following the game to see what the tutee is learning and how he is growing through the exercise.

WORKSHOP #12 (continued)

Some Suggested Questions for Body parts

1. How do you feel today?
2. What do you like to do?
3. What do you like to do most?
4. What are you best at?
5. What do the other body parts feel about you?
6. How do other body parts the same as you feel about you?
   i.e., How do other feet feel about you (feet).
7. Where have you been?
8. Who likes you most?
9. What do you like to wear?
10. What makes you mad?
11. What makes you happy?
12. How do you get angry?
13. What do you do most of the time?
14. If you could change, how would you change?
15. What don't you do, that you would like to do?
16. Does the persons body who you are on like you?
17. What color would you use to tell how you feel about yourself?
18. When are you sad?
19. Who or what makes you sad most often?
20. If you could give yourself another name, what would it be?
21. Who pays the most attention to you?
22. Who pays the least attention to you?
23. What is the most important thing you have to say about yourself?
24. Are you younger, older, or the same age as the other body parts on the same body?
25. How important are you to your body?

List of suggested body parts for the exercise

eyes
Nose
Hands
Lips
Ears
Cheeks
Knees
Thighs
Elbows
Wrist
Legs
Shoulders

Neck
Hair (on head)
Feet
Arms
Stomach
Eyebrows
Back
Forehead
Chin
Fingers
Ankles

There are numerous ways in which the tutor can add more variety and excitement to the exercise. The following are two possibilities:

1. The tutees can make masks depicting the body part they are going to become during the game.

2. The tutees can make hand puppets to depict different parts of their body and along with the tutor create little playlets around the functions, feelings and experiences of the body parts, i.e., a playlet may be called "Happy Hands."

It is very important that the tutor(s) participate fully each time the game is played.

WORKSHOP #13

MASKS

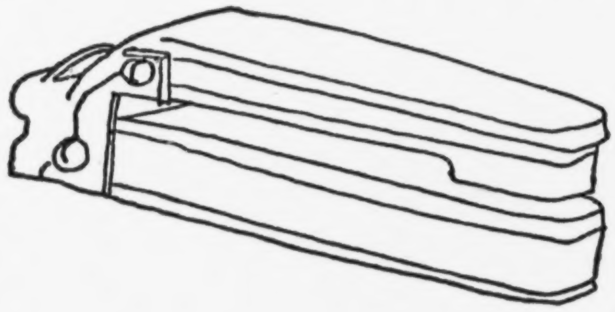
Masks are a lot like faces -- they can tell you a lot about how someone is feeling. When you look at someone you can tell if he is happy, angry, sad, mean, proud, scared, funny, etc. For example, when I get up in the morning my face says "DONT BOTHER ME RIGHT NOW. GIVE ME A CHANCE TO WAKE UP." It's like a mean "Stay out of my way" mask. Gradually, as I do wake up my face changes according to how I feel. If I get a letter in the mail and it's from a friend, I smile. If it's a bill that I have to pay, I frown. Anyway, you probably get the idea that faces are a lot like masks -- they can tell you a lot about how someone is feeling.

You can use the masks idea with your tutee. He can make masks of different feelings he has or that someone he knows has. He can write plays about the masks. For example, he might make a "Happy Mask" and a "Don't Bother Me Mask". You might ask your tutee to write a story or play about what would happen if someone wearing a "Happy Mask" and a "Don't Bother Me Mask" were riding a bus together. Or suppose your tutee made an "I like you" mask and an "I'm Afraid of You" mask. You could ask him what would happen if these two masks were meeting for the first time. He could tell you about it and you could help him write a story or play.

You can use as many masks as you want or you can have your tutee change masks. The basic directions for making masks are on the following pages.

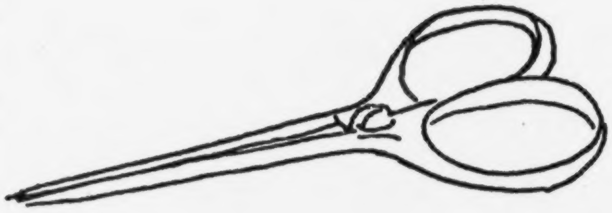
MASK MATERIAL

1



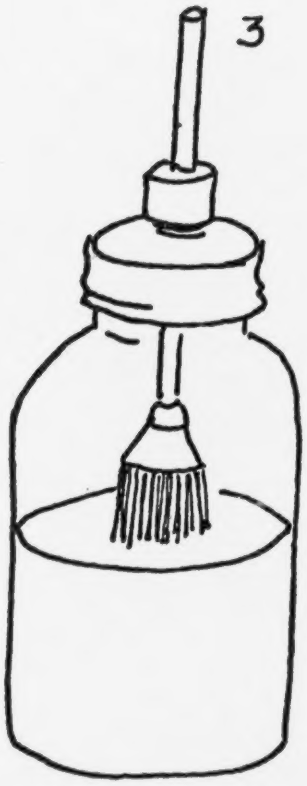
STAPLER

2



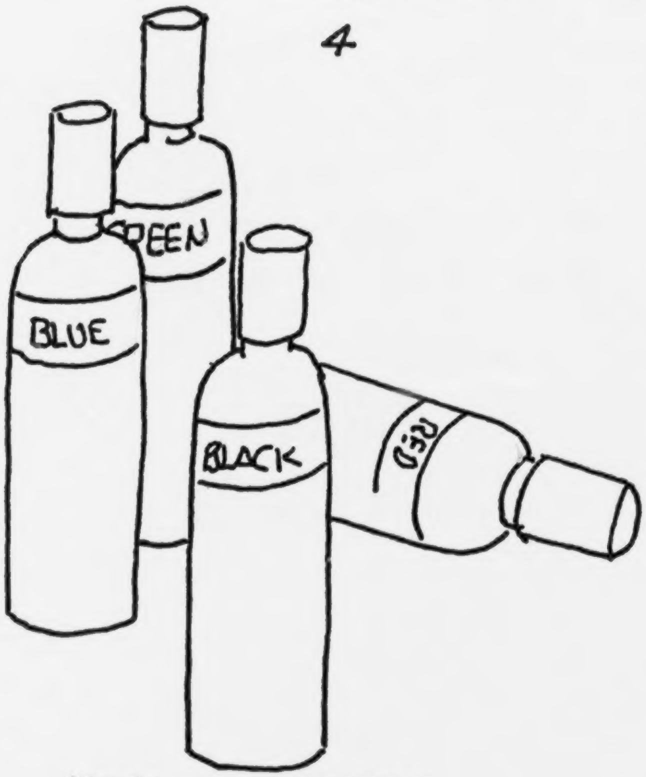
SCISSORS

3



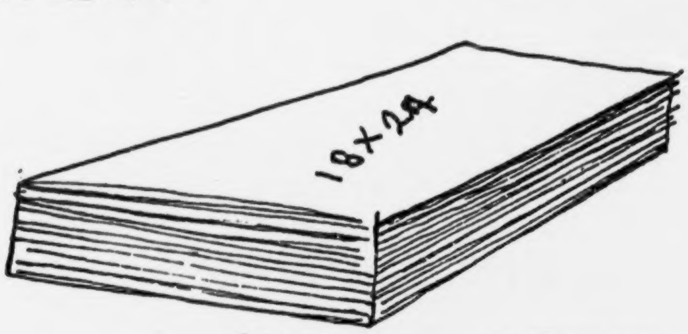
RUBBER CEMENT

4


GREEN
BLUE
BLACK
RED

MAGIC MARKERS

5

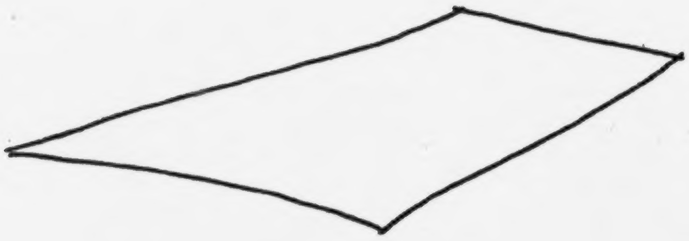


CONSTRUCTION PAPER

1

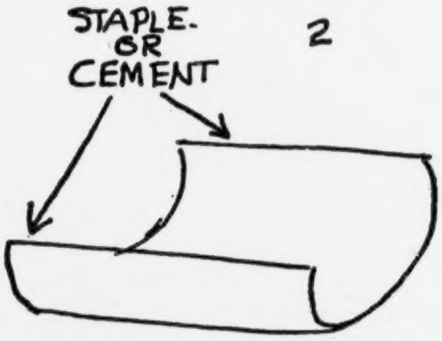
MASKS

1



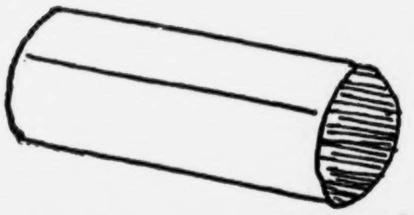
O.K. TAKE A SHEET OF CONSTRUCTION PAPER

2



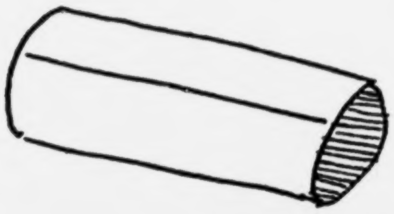
AND STAPLE OR CEMENT THE TWO ENDS TOGETHER

3



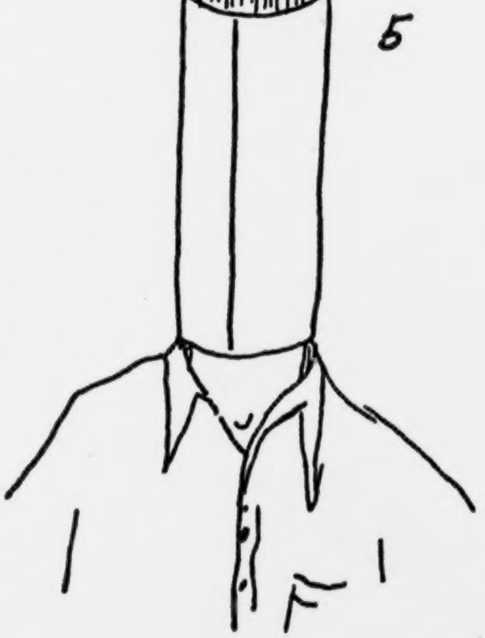
IF IT LOOKS LIKE THIS YOUR IN GOOD SHAPE

4



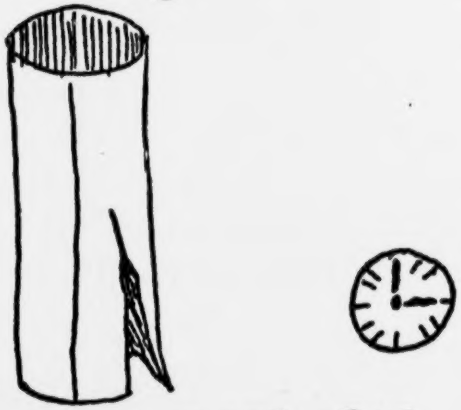
YOU WON'T BELIEVE THIS ONE. TAKE YOUR PAPER TUBE AND PUT IT ON YOUR HEAD THEN PUSH IT ALL THE WAY DOWN PAST YOUR CHIN

5



TOLD YOU YOU WOULDN'T BELIEVE IT

6

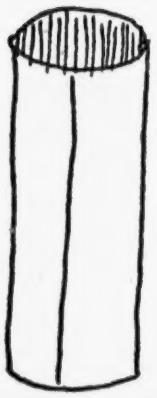


O.K. TAKE IT OFF. IF IT DIDN'T FIT MAKE ONE THAT DOES. WE'LL WAIT FOR YOU

2

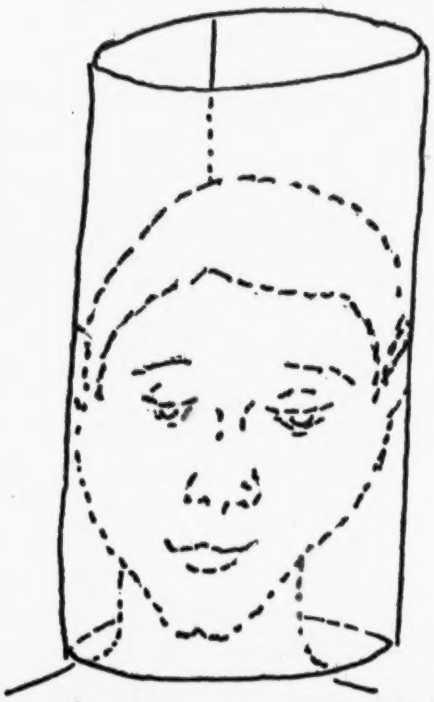
MASKS

7



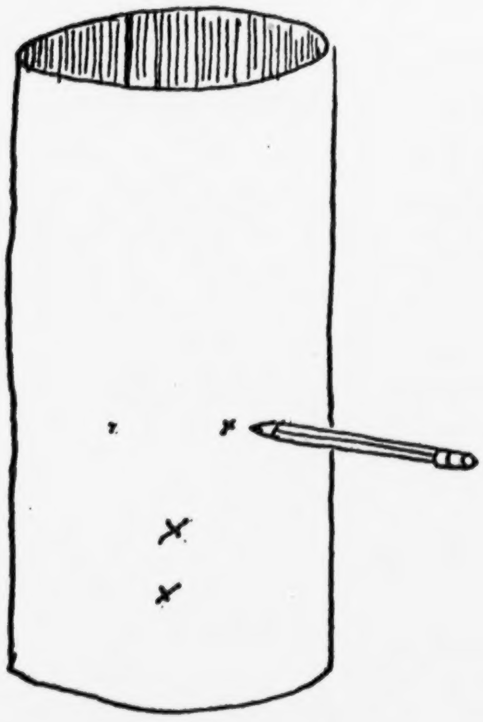
THIS ONE FITS OVER
YOUR HEAD RIGHT?

8



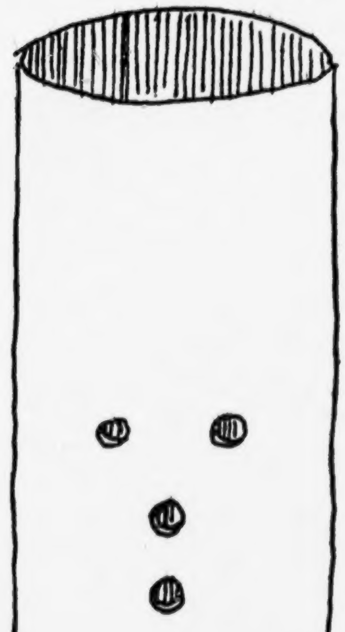
GREAT! NOW FIND OUT WHERE YOUR
EYES, NOSE AND MOUTH HOLES
SHOULD GO IN THE PAPER TUBE
AND MARK THEM WITH A
PENCIL

9



BEAUTIFUL! TAKE IT
OFF AND CUT SMALL
HOLES WHERE YOU MARKED
THE PAPER TUBE.

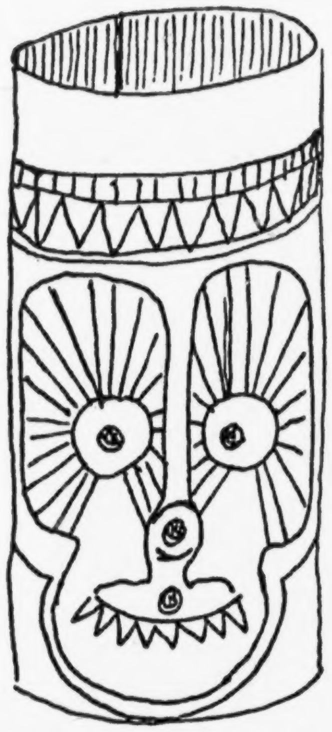
10



RIGHT! NOW USE
THE MAGIC MARKERS
TO DECORATE THE
TUBE SO THAT IT
LOOKS MORE LIKE
A FACE

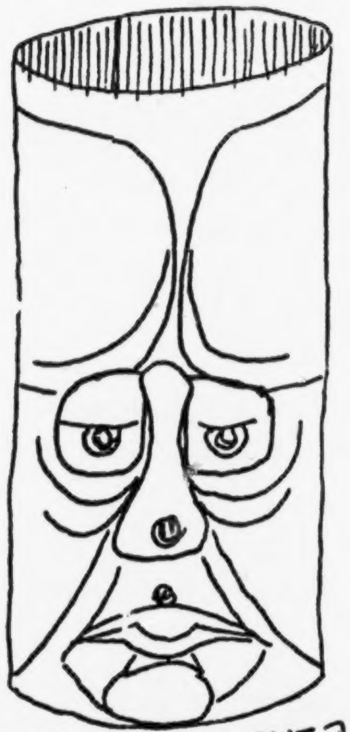
MASKS

11



OK! SO IT DOESN'T LOOK LIKE YOUR FACE

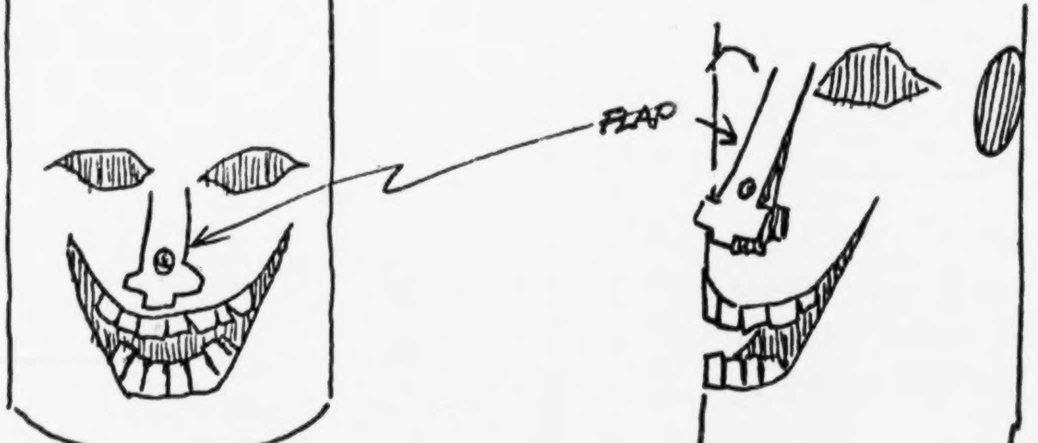
12



HOW ABOUT THIS ONE? EVER FEEL LIKE THIS MASK LOOKS?

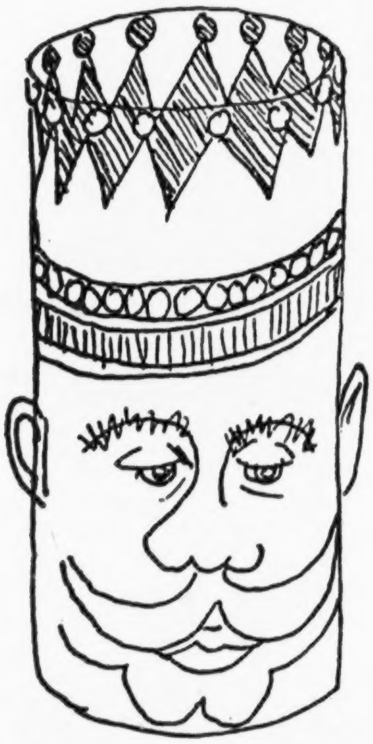
13

TRY CUTTING THOSE FOUR HOLES INTO DIFFERENT SHAPES LIKE THIS MABYE. HOW ABOUT SOME EAR HOLES?



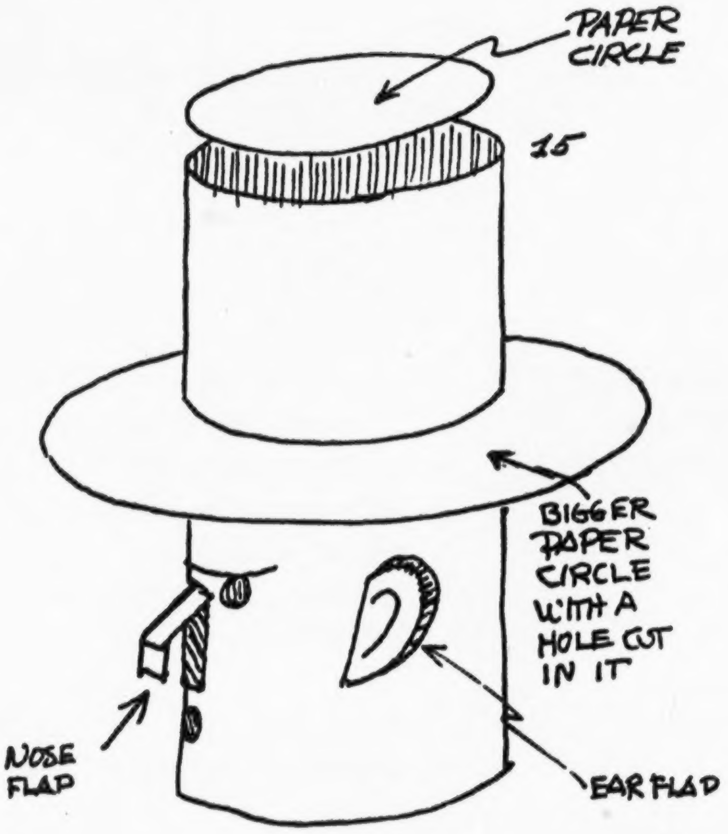
MASKS

14



GOOD. TRY CUTTING THE TOP INTO DIFFERENT SHAPES TOO

15


PAPER CIRCLE
BIGGER PAPER CIRCLE WITH A HOLE CUT IN IT
NOSE FLAP
EAR FLAP

WHY NOT TRY SOME HATS?

YOU'RE PRETTY GOOD AT THIS!
MAKE ALL KINDS OF HATS, NOSES, EARS, HAIR, EYES AND MOUTHS OK?

BEAUTIFUL!

WORKSHOP #14

ACTIVITY: THE PUBLIC INTERVIEW[1]

DESCRIPTION AND OBJECTIVES: A tutor volunteers to be interviewed by the trainer. The trainer asks questions related to various aspects of the tutor's life. Usually they are questions that help raise important issues. Value rich areas often useful to explore are: family, friends, money, work, leisure, love and sex, religion and morals, and politics.

After experiencing the public interview, the tutor should be better able to:

1. Express himself more openly.
2. Become more secure with his peers.
3. Learn more about others.
4. Be more accepting of others.
5. Clarify his own thinking and feeling.

PROCEDURES: The public interview gives the tutor a chance to reveal more of himself in order to help him become more aware of himself, and more open and secure with his peers. It also enables members of the group to learn more about the tutor. Value issues are raised so that persons may think about them if they choose to do so. This is accomplished by revealing issues of concern to one person or aspects of one person's life for all to consider as alternatives for themselves.

One way of introducing this technique to the tutors is to raise one or more of the following questions:

---

1. Developed from the work of Saville Sax, Merrill Harmin, Kenneth Morrison and Bernard Nisenholz, and adapted for Youth Tutoring Youth.

1. Have you ever gone to a new school and felt strange because you didn't know a lot of the other students?

2. Have you ever wished that you knew a way to get to know people better?

3. How many of you would like to know how other tutors feel about things?

1. The trainer asks for volunteers. Whenever possible, the trainer waits until there are at least two volunteers from whom to select the person who will be interviewed (interviewee).

2. The trainer takes a position in the group furthest away from the tutor so as to allow the conversation to go across the group. He asks the tutor to take a position in front of the group or in some other "special" place.

3. The trainer tries to make the tutors feel as comfortable as possible. The first step is often to make certain that the interviewee understands the rules of selecting topics, passing questions, and terminating the interview. (See rules for the interviewee below.)

4. Usually questions should begin in a relatively safe area and become more penetrating or personal only as the trainer perceives the situation as ready for that. Begin by asking if the interviewee would like to have questions focused on a particular topic.

5. The trainer may use neutral questions, e.g., (What are your favorite colors?) and an early termination of the interview to reduce anxiety. It is sometimes useful also for the trainer to talk about his own life or values during an interview; this has a tendency to reduce pressures on the tutor by temporarily diluting the focus.

6. Usually the best questions to ask are those that are not ordinarily asked in public, especially those that help raise important issues.

7. Sometimes the trainer will find it useful to offer the tutor the opportunity to ask him questions. This helps assure the tutor that he will not be asked questions that the trainer would not answer.

8. The tutor within the limits of honesty and prudence, tries to make his experiences, feelings, and ideas publicly known. Since the purpose of the game of public interview is to bring humans together in closer and more real relationships, one should not answer a question nor make a statement that will not further those purposes. If a question is asked that makes you feel too uncomfortable or when you think an honest answer might hurt yourself or other members of the group, you may (a) discuss this problem with the trainer, (b) avoid answering a question by saying, "I Pass," or (c) end the interview by saying, "Thank you for your interview." You may pass any question. You may end the interview at any time.

9. The group is to be silent unless the trainer (a) requests volunteers from the audience to direct a question to the tutor or (b) offers the opportunity for the tutor to direct a question to any member of the audience. In such cases the rules of answering honestly or being able to "pass" apply.

10. Using anything a person says in an interview in a way that might be harmful is prohibited (i.e., no gossiping).

11. At the completion of the interview the tutors, if they choose, may wish to discuss the interview.

WORKSHOP #15

ACTIVITY: THE THOUGHT CARD[1]

Developed from the work of Saville Sax, Merrill Harmin, Kenneth Morrison and Bernard Nisenholz and adapted for Youth Tutoring Youth.

DESCRIPTION AND OBJECTIVES: The thought card technique is very simply a 4" x 6" card that is used by the tutor to write and relate any thought that occurs to him in any style or form he wishes to use. A thought card may be due every week, usually at the workshop.

After experiencing the writing of thought cards, tutors should be able to:

1. Write freely about anything which has occupied their minds during the week.
2. Give the trainer a way of focusing in to their thinking.

We feel the thought card will be a useful tool for you since the purpose of the thought card is to give the tutor an opportunity to write freely about anything that has occupied his mind during the week. Study the explanations below and the follow-up thought card activities which follow.

1. Thought cards may be of any length.
2. Thought cards may be of any style or form -- prose, poetry, drawing, etc.

---

[1] Developed from the work of Saville Sax, Merrill Harmin, Kenneth Morrison and Bernard Nisenholz and adapted for Youth Tutoring Youth.

3. A thought card may be on any topic.
4. They will not be graded or corrected in any way.
5. Thought sheets will be treated confidentially. They will not be shown to any other person outside of the tutoring workshop group.
6. Thoughts can be read to the group anonymously from time to time.
7. If anyone does not have any thing to write that particular week, he should hand in a thought sheet with, "I have nothing to write this week," or a blank sheet.
8. If anyone does not want his thought sheet read to the group, even anonymously, because of its personal quality, he should write, "Do not read to group."
9. If an answer is desired, the thought sheet author should put a star in the corner of the thought sheet.

If some thought cards tend to be silly, or if tutors do not feel free to reveal their thoughts, perhaps you should repeat the introduction of the thought card techniques.

Also it is usually a good idea to wait until some positive rapport has been established between tutors and trainer before attempting this technique.

Sample Thought Card Activities (Choose those which seem appropriate for you)

1. Send the thought card author a note containing a suggestion for related reading on his topic, or a word about the tutor's thoughtfulness.

2. Have a brief interview with the author.

3. Tutors are given an opportunity to react to thought cards read in class.

4. Ask a tutor who wrote a thoughtful card if it could be used as the basis for a discussion or workshop for the whole group.

5. Have the group publish a thought card magazine.

PART III

BRAINSTORMING AND CREATIVE PROBLEM SOLVING WORKSHOP

WORKSHOP #16

ACTIVITY: BRAINSTORMING AND CREATIVE PROBLEM SOLVING

This packet contains a detailed workshop for three one-hour sessions. It is a workshop in Brainstorming and Creative Problem Solving. Please take the time to read and think about this workshop because we believe these techniques can help tutors play a central role in developing numerous aspects of the tutoring program. When tutors are the ones who create the ideas they will later put into action they will be far more likely to find satisfaction in both the planning and tutoring sessions. This is an assumption you can test. It is particularly important to us that you and the tutors evaluate this workshop and make any suggestions you can think of for how it can be improved.

* As part of your preparation we suggest you obtain the following materials:

1. A large quantity of sheets of newsprint (paper). (You may be able to get free newsprint from the local newspaper.)
2. Felt tip markers or charcoal pencils.
3. Tutors should have paper and pens or pencils.
4. Make a large poster with these four reminders of the Brainstorming rules:
   a) No Criticism!
   b) Quantity
   c) Hitch-Hike
   d) Blue Sky

As you read through these materials be thinking of when you want to start the workshop. Session #5 - where you discuss concerns and problems that tutors develop early in the program -
"Self-Kits" - both could make good use of Brainstorming. Thus you may want to read the following pages as preparation for introducing and using Brainstorming early in the program and then do the rest of the workshop in the second or third week. Do what you think best.

In the event that you want to use Brainstorming with the tutors before running all of this workshop, you will find a special "Brief Guide to Leading Brainstorming Sessions" as the last item in this packet.

This workshop introduces you to Brainstorming and some procedures of "creative problem solving ". Both are the kinds of activities that have high tutor involvement and allow them to build confidence in their own ability to find solutions to a variety of challenges and problems associated with tutoring. We suggest that you introduce Brainstorming and Creative Problem Solving in three one-hour sessions. While we hope this will be a sufficient introduction, we also hope you will find uses for these techniques repeatedly throughout the tutoring program. A careful reading of these materials before you schedule the workshop should give you enough background and detail to feel comfortable in guiding the tutors through the three one-hour sessions. We have also prepared a brief tutor's guide to Brainstorming and Creative Problem Solving that can be inserted in the TUTOR'S HANDBOOK. Those pages, as indicated, are to be distributed during the final portion of the workshop.

Session #1 - Approximately 1 hour

Today we are going to do something called Brainstorming. Brainstorming is a method of getting an exceptionally large number of ideas to consider in trying to solve a problem or plan a way to achieve a goal that you have set. The best way to learn about brainstorming is to actually use it. To begin using it you must first understand the four basic rules that apply in all brainstorming sessions. These are the rules:

1. NO CRITICISM - During brainstorming, no criticism is allowed. This encourages everyone to offer ideas without any discussion of whether the idea is good or bad. Say whatever ideas come to mind, and don't judge either your own or someone else's idea.

2. QUANTITY is wanted. The more ideas you have, the more good ideas you're likely to find when you later select the best. It may be that you end up using only 10% of the brainstorming ideas. But, of course, 10% of sixty is a lot better than 10% of six.

3. HITCH-HIKE. Build on an idea once it is given. Add details, suggest modifications, try to think of similar ideas.

4. BLUE-SKY. Don't worry if an idea seems ridiculous. In fact, brainstorming actually tries to get a few wild, unusual ideas in each session. It's easier to bring a far-out idea back to earth than it is to get an ordinary idea off the ground.

If you've read these rules and can follow them, then you're ready to Brainstorm. Let's begin with a warm-up type problem:

In ten minutes, list all the excuses you can think of that a student could give a teacher for why he was absent. [If you wish, substitute another warm-up problem here - such as: a) list all the possible uses of a brick; or b) list all the possible uses for a pencil; c) list all the ways you can think of to improve lunch time in the cafeteria; d) list all the news headlines that you'd like to see in tomorrow morning's newspaper.]

[Note to trainer: The warm-up objective is to get the tutors to list as many ideas as they can come up with, as rapidly as possible. Write each idea either on the chalkboard or on newsprint type paper taped to the board or a wall. The advantage of having the ideas visible to everyone is that this helps tutors "hitch-hike" on a previous idea. Especially when you deal with problems growing out of the tutoring sessions, there's an advantage to using large sheets rather than the chalkboard, since you can take the paper down, fold it up and have it ready to use in later idea selection stages.

If ideas come too rapidly for one person to write, use two people at the board -- one taking the odd-numbered ideas, the other the even numbers.]

After the warm-up you may want to review the four brainstorming principles. Try to give some praise to what the tutors have done well. This review would be a particularly good time to stress how the third rule - HITCH-HIKE works. You can do this by picking out one of the ideas listed on the board and asking the group to give you several ideas that are similar to, opposite to, or add to the chosen ideas.

At this point the group should be ready to brainstorm a real problem such as might relate to any aspect of tutoring. We have suggested a target problem below, but in previewing this session you may choose instead to go back to a problem raised in one of the discussions of Session #5.

Problem to be brainstormed:

> Assume that it's the end of the school year; we all have been working well with our tutees and it won't be long until the tutoring project will come to an end. What are all the ways we might mark the end of this project with a special event. List all the outings or activities you can think of, using the four brainstorming rules. Remember, don't hold back any ideas, and try to hitchhike by building on each others' ideas. Let's see how many ideas we can list in 20 to 25 minutes.

What might be your most important function in leading the brainstorming here is to get the tutors to brainstorm specific ideas from some of the general suggestions they give. Thus, after about 15 minutes you might pick out a general suggestion, such as "give a party" or "take a field trip," and have the tutors focus their brainstorming to give "all the things that might happen at the party," or "all the places we might take a field trip to see." When you have finished brainstorming this problem, save the sheets of newsprint you wrote the ideas on, or have someone make a copy of the ideas if you wrote on the chalkboard, so you can use them in Session #2.

This session should be sufficient as an overall introduction to brainstorming. Close the hour by asking tutors to write down any additional ideas they come up with before the next session, and tell them that one of the activities in the next session will be practicing how to use the ideas from brainstorming to formulate a plan of action.

Note: this first hour is meant simply as an initial experience with brainstorming. Near the end of this workshop packet is a more detailed "Guide to Leading Brainstorming Sessions" that includes many points appropriate to bring up as you use brainstorming in other sessions.

Session #2 - Developing, Evaluating, and Selecting the ideas from a Brainstorming Session.
(Approximately 1 hour)

[Note: In the previous session tutors have brainstormed a list of ideas on some problem related to the tutoring project. This session is the follow-up phase where those ideas are carefully considered, combined, evaluated, and selected for a final solution. Tutors will need to see the ideas - which can be accomplished by any of several ways:

1. If you listed the ideas on large sheets of paper, you can tape these to the board again.

2. If you copied the ideas onto a ditto master you can run off copies for each tutor before this session.

3. Otherwise, you might have to re-write all the ideas on the chalkboard.

> In our last meeting we found that by using the rules of of Brainstorming we could get a long list of ideas in just a short time. Before we go on to the next step, where we'll evaluate this list, do any of you have ideas to add that you thought of since yesterday's session?

[Allow a good long pause to further encourage contributions. Then after you've added these ideas to the list, or if there aren't any additions, continue:]

> It's one thing to have a lot of ideas - and I think we can all feel proud of the list of ideas we came up with. But ideas are only the beginning of actions. Today we are going to spend some time figuring out which ideas we think would be best to put in a final solution.

First of all, let's see if we can put a star beside the major ideas -- the suggestions that show the overall directions that our specific ideas took.

(Major ideas from the suggested problem might include - a field trip, a picnic, a party, a visit to the zoo, etc. By selecting major ideas you don't have to evaluate every single idea separately.)

O.K. - Now let's see if we can make a list of the things we think are important for our solution. What standards of judgment do you consider would be important for a solution to this problem? Say whatever comes to mind.

[Here you are trying to get a list of criteria you can use to judge the worth of the suggestions. Such criteria might include: Cost; difficulty of organizing; how much fun it would be for those involved; materials or equipment needed; amount of time involved in setting it up, etc. Put these standards on the board and continue:]

All right. Now, instead of just saying each idea is good or bad, let's use these standards to give a rating for each of our main suggestions that we starred.

[Using the ideas you starred, as the major suggestions, construct a chart like the one shown on the next page.

WORKSHOP #16 (continued)

List Criteria in this column	Idea #1	Idea #5	Idea #7	Idea #15	Idea #21
1. Cost					
2. Fun					
3. Easy					
4. Time					
5. Etc. etc.					

Ask tutors to rate the idea 3 (good), 2 (fair), or 1 (poor) for each standard. Using a voting procedure, as "How many would give idea #1 a rating of 3 based on Cost? How many give it a 2? How many give it a 1? Use this technique to get ratings according to each standard for each of the starred ideas. Thus your chart might come out looking like this:

Criteria	Idea #1	Idea #5	Idea #7	Idea #15	Idea #21
1. Cost	3	1	2	3	2
2. Fun	2	3	1	2	2
3. Easy	1	2	3	3	1
4. Time	1	3	2	2	2
5. Other					

This method would thus teach tutors to evaluate ideas by specific standards and make a decision based on considering the ideas from a variety of viewpoints.]

After carefully considering the ideas from your brainstorming session, you will probably find it easy to select the one idea or combination of ideas that you want to put into action. When the tutors have reached this stage -- and if time permits -- continue as follows:

> Now that we've settled on a solution, we still have the question of how we're going to put the solution into a plan of action. Let's see if we can make a list of the things we'd have to do.

[Using the chalkboard, list the steps which the tutors see as the steps involved in putting the solution into operation. If ideas come slowly try asking a few questions. Listed below are several questions that people often overlook -- yet which can lead to important parts of a plan of action.

1. What objections might anyone have and how could we overcome these objections?
2. How might other persons or groups help us?
3. Where might the best place be to put the plan into action?
4. What time or date would be best?

When the tutors have thought about and suggested a number of ideas for putting the solution they chose into action, you might want to close this session by a summary:

> Today we saw that even after we had thought up a lot of ideas for solving a problem, we still needed to use our imaginations and careful thinking in selecting the best ideas and deciding what course of action might bring that solution into full reality. We'll have many opportunities to brainstorm questions and problems we come across in tutoring - and if we want to make use of the ideas we create, then these stages of choosing and planning to act will be equally important.

Session #3 - Becoming Aware of Problems; Review of Brainstorming and Creative Problem Solving.
(Approximately 1 hour)

We've been working with a way of looking creatively at a problem we want to solve. Remember we learned to use brainstorming to get a long list of ideas for a possible solution. By thinking up a lot of ideas before making a decision we increased the number of choices we had. Then in our last session we practiced a way of following through on these ideas by carefully selecting ideas and then planning a definite course of action.

Today we're going to look at what really is the first step in all this - and that is finding and setting up the problem we want to brainstorm.

The kind of problem we talk about in problem solving is the challenge or target we want to aim our ideas toward. Usually such a challenge can be put in the form of a question that begins with the phrase, "IN WHAT WAYS MIGHT..." [Write this phrase on the chalkboard] Notice that this beginning shows that many possible ideas are wanted. Take a minute now and try to write down a few questions that begin with this phrase. See if you can think of questions that focus on aspects of tutoring -- for example, one question might be "In what ways might I get my tutee to write a story?" We'll take several minutes now so you can think of some questions that start with the phrase "In what ways might..."

[Allow about three minutes - then say:]

After one more minute, I will ask that you each have one question ready to read to all of us.

[One more minute - Then:]

O.K. Now when each question is read, I want you to listen closely to it and try to use the Brainstorming device of HITCH-HIKING. That is,we'll try to ask several other questions that come into our minds when we hear the main question.

[Pick someone to read the first question and see if the group can come up with several re-statements or variations of the question. After you've done this with several tutors, continue:]

What we've been doing is one technique for setting up a problem for brainstorming -- that is we've been restating the question and trying out different ways of looking at the problem. Take a minute now and see if you can use this re-stating technique by yourself on one of the questions about tutoring that you wrote. Try to word the question differently three or four times and try to ask questions that your first question makes you think about.

[Allow time for tutors to do this. You might move around the room and comment where a student shows he has the knack of varying the way of asking a central question.]

There's also a second technique of questioning that's very useful. This is asking yourself the question "Why?" Take a look at one of the questions you've written. Pick one you find at least somewhat interesting. Now read that question over and ask yourself WHY. Why do you want to do what that question says? What is your basic objective? What are you trying to accomplish? Take a minute now and see if you can use the technique of asking why to come up with a more basic statement of what you'd like to do.

[If tutors have some difficulty you might go on to the following example and have them use this "Asking why" later.]

Here's an example that will show you why this technique often helps get a new slant on a problem. Suppose I wrote the question IN WHAT WAYS MIGHT I HELP MY TUTEE WRITE A STORY?

[Write this question, or another question you choose, on the chalkboard.]

Now, I ask myself WHY? Why do I want to help the tutee write a story? Let's see - I guess it's because I want him to use words in some way that's more fun than just a spelling test. So - now I can ask a more basic question [Write the following on the board] IN WHAT WAYS MIGHT I HELP MY TUTEE USE WORDS IN A FUN WAY?

Now you see, this question opens up some new approaches in addition to the idea I had in my first question. Let me see if I can list a few ways that come to mind -

WRITE A STORY
CROSSWORD PUZZLE
MAKE UP A NEW WORD GAME
HAVE HIM LEARN THE NAMES OF THINGS IN MAGAZINE PICTURES

Can you think of some other ideas?

[See if you can get tutors to think of several other activities that have the tutee using words. Then continue:]

Now maybe you see the reason for asking WHY? of the question you start out with. When you get to your basic purpose this usually opens the way to the largest number of ideas.

Take a minute now and see if you can work this same technique on any of the questions you've written down. We'll take a few minutes.

[Allow time and move around the room so tutors can check their work with you.]

O.K. Restating your question and asking why are two ways to help you find the best question for the problem you'd really like to have ideas for.

There is one more step in setting up the problem for brainstorming, and that is to make a list of facts you already know -- and the facts you need to know -- about the problem you select to work on.

Getting the facts you already know written down may help you see some things you can use in solving the problem you choose. In listing facts, try answering questions like this:

What do you know about your tutee that might be connected to this question?

What are some of the things you think your tutee enjoys doing?

What materials that might help you are available?

Then consider what information you don't have now but might help you if you knew. Write these facts you'd like to have as questions. Take a minute and do this. See if you can think of some things that it might help you to know in order to solve this problem.

[Allow a few minutes for this.]

All right. What we've been doing is the stage of creative problem solving we call Problem-Finding, or setting up the problem.

I have two sheets that summarize the work we've been doing with Brainstorming and Creative Problem Solving. They are in your TUTOR'S HANDBOOK. We can use these techniques with any number of problems we want to solve creatively in our tutoring program. Another reason for giving you these pages is that you might find that you can use Brainstorming and Creative Problem Solving to come up with ideas and solutions for all sorts of questions that come up in school, in your personal life, and in your future. Let's read over them together as a final summary to close this particular workshop.

[On the following pages are 1) a workshop summary included in the TUTOR'S HANDBOOK, and 2) a "Brief Guide to Leading Brainstorming Sessions" for your own use.]

BRAINSTORMING WORKSHOP SUMMARY

Brainstorming is a method of getting a long list of possible ideas in response to a question or goal. A group of people can brainstorm a problem, but so can an individual. There are four basic rules to brainstorming:

1. NO CRITICISM. Think up, don't put down.
2. QUANTITY. The more ideas the better.
3. HITCH-HIKE. Build on previous ideas.
4. BLUE-SKY. Let your imagination fly. You can engineer it back to earth later.

CREATIVE PROBLEM SOLVING

This is a systematic way of breaking a problem down, coming up with ideas, and working to a final solution. The steps and several techniques are outlined below.

I. Problem-Finding
  A. Setting up the Problem
    1. Select a problem-question, then RESTATE it several times, in several different ways.

    2. Ask WHY? to get at the basic objective of your question.

    3. Try to select wording for your question that you feel gets to the heart of the problem you want to solve.

  B. Fact-Finding

    1. List what you already know that might help you with this problem.

    2. Ask questions aimed at information you don't have that might help you.

3. Try to think of ways to get this new information

II. Idea-Finding

A. State the problem you decided was the question that went right to the heart of what you'd like to solve. Usually this can be worded to begin with the phrase, "In what ways might..."

B. Use Brainstorming to list ideas for solving this problem.

C. Use Brainstorming again to develop specific ideas for some of the more general suggestions from the previous step.

III. Solution Finding

A. Choosing

1. By combining and starring the more general ideas, select the main ideas from Stage II.

2. Think up and select specific standards for estimating the strength of your ideas.

3. Use a rating chart to rank each main idea according to each of the standards you selected in the previous step.

4. Now select the best idea or combination of ideas to solve your original problem.

B. Plan of Action

1. Think of such things as what objections there might be, who might help you, what would be the best time and place to carry out the solution. Try to list everything you think can help you put your ideas into operation.

2. List the steps you need to go through in order to put your ideas into operation. Include mention of any materials you'll need to get.

3. Go ahead and put your plan into ACTION.

BRIEF GUIDE TO LEADING BRAINSTORMING SESSIONS

This guide repeats some of the information from the Brainstorming Workshop, but also has new materials that should help you if you want to lead Brainstorming sessions. You may want to take these pages out and keep them to review whenever you are planning a Brainstorm session. The following suggestions are organized into three time segments: before the session, during the session, following the session.

Before the Session:

1. The basic aim of brainstorming is to pile up a quantity of alternative ideas. Therefore the problem you choose to brainstorm must be one that calls for many possible answers. Usually such a problem could be worded to begin with the phrase "IN WHAT WAYS MIGHT... "

2. The "fact-finding stage" (see the Creative Problem Solving summary) is usually done by the leader before the session. A specific problem, rather than a broad question is best for brainstorming. Brainstorming may be used to break a broad problem into a number of specific sub-problems; but then you would still have to select one (or more) of those specific problems to use as the target to brainstorm a list of ideas.

3. The leader prepares a MEMO FOR GROUP BRAINSTORMING SESSION, consisting of three parts: a) a brief statement of the problem, worded to request a variety of ideas; b) a brief summary of the most important facts relating to the problem; c) a few (between two and five) sample ideas, especially some unusual ideas to indicate the flexibility and originality desired in the brainstorm session. (See Appendix I, at the end, for a sample memo which describes a problem you may want to have the tutors brainstorm.)

4. The leader should develop in advance his own list of suggested solutions to the problem. If and when the session slows down or gets off the track, the leaders can then prime the flow of ideas by contributing some of their own.

During the Session:

(To start the Session):

1. Read the brainstorm memo aloud and allow some time for the participants to ask any questions they have about the problem.

2. Review the four basic rules of brainstorming. It's a good idea to have them printed on a poster in the room.

   a. Criticism is ruled out. Criticism of ideas must be withheld until later.

   b. Blue-Sky. The wilder the ideas the better; it is easier to tame down than to think up.

   c. Quantity is wanted. The greater the number of ideas, the more the likelihood of good ones.

   d. Hitch-Hike. In addition to contributing ideas of their own, panel members should suggest how suggestions made by others could be turned into better ideas, or how to combine two or more ideas into still another idea.

3. If the group participants are fairly new to brainstorming, it would be good to offer these five additional suggestions:

   a. No Questions During Session: All questions should be cleared up before the start of actual brainstorming on each problem. The reason for this is that later questions usually involve evaluation of ideas. In any case, you want to keep a rapid flow of ideas.

   b. Jot Down Your Idea: Encourage participants to write down an idea if not called on right away; otherwise they may "lose" it.

c. No Editorializing: Urge participants not to "editorialize" (not to "elaborate" on their ideas, or to defend them), but rather to state the idea as quickly and concisely as possible.

d. Don't Overlook the Obvious: Warn the participants not to omit suggesting the obvious. Otherwise they will be criticizing and censoring their own ideas.

e. Don't Fear Répetition: Participants should suggest an idea even though they may fear that it has been previously suggested. Repetition usually leads to a different way of expressing or interpreting the idea.

4. Provide for some way to record the ideas. It's best to have someone write the ideas on a flip chart or chalkboard. A tape recorder or someone to act as secretary is most desirable.

5. It is a good idea to begin the session with a 5-10 minute WARM-UP with a simple problem. This usually makes it easier to think up lots of ideas on the main problem. Also it is more difficult to apply "free-wheeling" to realistic problems than to warm-up type problems. Some sample problems suitable for warm-up are: Think up a) unusual uses for a tin can, (or other common object, such as a towel, brick, or pencil); b) inventions that might be useful but which haven't been invented yet; c) news headlines that you'd like to see appear in tomorrow's newspaper.

(Considerations for during the session:)

6. Set quotas to encourage the participants to think up a quantity of ideas. You might start by setting a target of thirty-five ideas. Near the session's end, you might say, "Let's try to get just ten more ideas."

7. Help re-stimulate the flow of ideas when the group seems to have temporarily run out of ideas. You might a) add one of your own ideas; b) suggest a new direction for the group to look in; c) use some of the IDEA-SPURRING QUESTIONS (see appendix II); d) refocus on ideas already listed, for adaptations, combinations, and modifications.

8. The most important thing you can do during the session is to help the tutors "shift gears" and brainstorm specific ideas for one or more of the general suggestions they give in response to the original problem. Thus, after they have brainstormed a while, either by your own judgment or by having the tutors "vote," select an idea that looks promising and also looks like it can be developed with more specific ideas. Set that idea up as the new Brainstorm target and have the tutors pile up suggestions for "WAYS TO _________ (whatever the chosen idea is)."

9. Most brainstorming sessions run at least 15 minutes, but seldom longer than one hour. When you sense that the group has pretty much run out of ideas, or when you feel satisfied that you have enough ideas, you might ask for one minute of silence followed by two final minutes of brainstorming. Often these last minutes produce a few exceptionally good ideas.

10. Thank the participants. In most places where brainstorming is used the leader also asks the participants to write down any further ideas that come to them in the 24 hour period following the session. This time for more relaxed inspiration often gives a few participants their best and most original ideas. The leader should tell the participants how they can give him any further ideas they have.

Following the Session:

What you have as a result of the brainstorming session is a long list of possible leads to a solution of the problem you selected as target. Consider these ideas as "diamonds in the rough." They still need to be polished. A good way to do this is to systematically follow the "solution-finding" steps outlined in the workshop instructions for creative problem-solving.

The few days following the session are a good time for you to think up any additional ideas on your own. It might be wise to use that time for further idea-finding and begin the evaluation and implementation stages several days later. Remember, though, to approach evaluation and implementation using both imagination and judgment, by thinking up your ideas first before evaluating them.

SUMMARY

You can see there are many things to consider in using brainstorming effectively. Group brainstorming can be very productive, but it usually requires quite a bit of creative thinking both before and after the session if you want to find creative solutions to real problems. In other words, group brainstorming is a supplement to individual creative thinking--rather than a replacement for it.

These instructions have been intended to help you get started in using brainstorming and creative problem solving, if you want to. As you become experienced you may want to try other procedures in a few places. That's fine. Brainstorming should be used as a flexible tool.

If you plan to use brainstorming in future projects it would be a good idea for you to obtain and read the three texts listed below. They can give you more detailed suggestions and examples of the principles and techniques of both brainstorming and the creative problem solving process.

Osborn, Alex, Applied Imagination, Scribner's, New York, 1963.
Parnes, Sidney, J , Creative Behavior Guidebook, Scribner's New York, 1967.
Parnes, Sidney J. , Creative Behavior Workbook, Scribner's New York, 1967.

APPENDIX I:
Sample Memo for Group Brainstorming Session

Problem: IN WHAT WAYS MIGHT YOU COME UP WITH AN "ON-THE-SPOT" NEW ACTIVITY WHEN YOUR TUTEE JUST CAN'T GET INVOLVED WITH THE LESSON YOU PLANNED FOR THAT DAY?

Background: Tutees come to their tutoring session after a full day of school. Sometimes they may have so much reading, writing, arithmetic, etc., that they can't keep their attention focused on the lesson you prepared. You have only those materials that you regularly bring and whatever happens to be in the room. Rather than "banging your head against a brick wall" by trying to force the tutee to do a lesson he just can't enjoy that day, you decide you want to shift gears and suggest a new activity that would be more fun. What are all the possible projects or activities you could think of to do that afternoon?

Examples:

1. Take a walk with him and see if you can get him interested in talking about how he feels about what he's done during the day.

2. Have a storybook hidden in the room to read to him on just such an occasion.

APPENDIX II

Checklist of Idea-Spurring Questions

PUT TO OTHER USES? New ways to use as is? Other uses if modified?

ADAPT? What else is this like? What other ideas does this suggest?

MODIFY? Change meaning, color, motion, sound, odor, taste, form, shape?

MAGNIFY? What to add? Greater frequency? Stronger? Larger? Plus ingredient? Multiply?

MINIFY? What to subtract? Eliminate? Smaller? Lighter? Slower? Split up? Less frequent?

SUBSTITUTE? Who else instead? What else instead? Other place? Other time?

REARRANGE? Other layout? Other sequence? Change pace?

REVERSE? Opposite? Turn it backward? Turn it upside down? Turn it inside out?

COMBINE? How about a blend, an assortment? Combine purposes? Combine ideas?

Session Number ____________________ Name of Activity____________________

1. How satisfied were you with this activity? (Please check one answer)

( ) A. I was very satisfied, it worked quite qwell.
( ) B. I was satisfied, it worked satisfactorily.
*( ) C. I was dissatisfied, it worked badly.

*If you said that you were dissatisfied with this activity, what do you think might be done to make it work better? Or if you don't think it could be improved, what other activity would you use to take its place?

2. Could you suggest some other ways that the Youth Tutoring Youth Program might be improved?

3. We would appreciate any other comments or remarks you might wish to make.

Name____________________________________ Date______________________

Name of Program____

Location____
Street Number Street Name

JUN - 2 1971

National Commission on Resources for Youth, Inc.
36 West 44th Street
New York City, 10036